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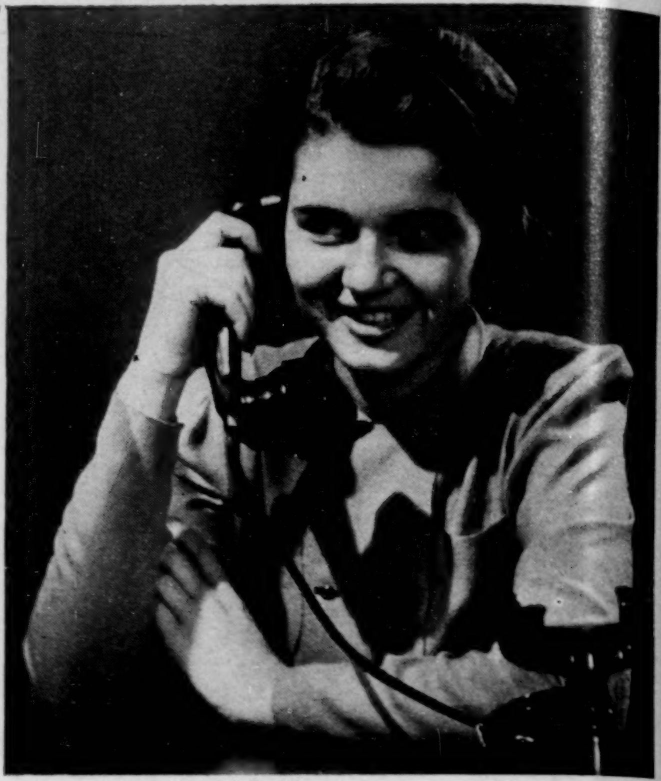

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The Editors Say . .

Just as we are putting together this final issue of the school year—trying, naturally, to make it one of the best yet—wondering also whether any of our efforts really ring the bell—along comes the mailman with this letter from E. A. M. in Galeton, Pennsylvania:

"The 'Journal' is not like other magazines dealing with school life. It has a refreshingly different viewpoint. Long ago, when I was a beginning teacher, Dr. Winship came several times to our county teachers' institute. I would come back from those institutes full of high enthusiasm, which not even the wide gap between my aims and my achievements could quite deaden. The magazine keeps that same awakening touch."

We like to think so. And we thank all those who help us by their encouraging words, their articles, their advertising or in any other way to keep that awakening touch.

▼

Summer time will again be planning time for your editors. Suggestions from readers will go a long way in determining the topics to be dealt with in the coming months. Let us hear from you. We are interested in every forward move in education—new ways of doing old things, fruitful experiments, fresh viewpoints—all that has to do with better results and how to attain them.

▼

Tangible proof of reader loyalty comes with every mail. We greatly appreciate the promptness of nearly all our subscribers in sending their renewals. Alas, there are a few from whom we should like to hear before the vacation spirit settles down upon them. "Settles" is a good word and it can be said with checks.

▼

To each and all of you—a "refreshingly different" summer!

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THE TEACHING AIDS include previews, suggestions for general class discussion, questions for individual assignment and research, sidelights, and reference lists.

By GEORGE L. BUSH, *Assistant Principal, South High School, formerly Head of the Science Department, John Adams High School, Cleveland, Ohio;* ALLAN DICKIE, *and* RONALD C. RUNKLE, *Instructors in Science, John Adams High School, Cleveland, Ohio*

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

VOLUME 122 BOSTON, JUNE, 1939 NUMBER 6

EDITORIALS:

World at Lessons

Teaching Grows Unsafe

The teacher of Latin grammar or the binomial theorem is on fairly safe ground. Everything has been set down in the books. Follow the printed directions and you come out all right.

So, at any rate, it once was. Today even the teaching of classics and mathematics calls for cross references to matters of present-day interest. And the teacher may venture too far on slippery sands.

And when it comes to the teacher of social sciences, all the greater grows the danger—that nightmare danger to timid souls—of being utterly wrong.

Thus a new choice has arisen for the teacher. It is a choice of handing out his own opinions or of cultivating a tolerant attitude, pointing out the difference between fact and conjecture, stressing the importance of sound reasoning, teaching how to detect prejudice in one's self and others.

Twenty years from now the pupils of today will be looking back with grateful appreciation to those teachers who helped them think for themselves—led them to recognize faulty reasoning and to reach logical conclusions. And these same graduates will be thoroughly ungrateful to teachers who were cocksure of their theorizings and convictions and tried to pass these off as inspired truth.

Today's truth may turn out to be tomorrow's comic supplement. But today's honest efforts to obtain the truth will be respected eternally.

Stamping Out the Spark

If Hitler goes to war, Mussolini will follow, and vice versa. Signing of that formal agreement a few weeks ago may have dashed the hopes of those who thought they could coax the Italians away from the well known axis. But there was another side to the matter. It meant that Hitler and Mussolini would each have an eye to restraining the other. Instead of increasing the European tension, the Rome-Berlin pact apparently eased the strain. And when Il Duce, on May 14th, told his Fascist followers and a listening world that "there are not at present in Europe problems big enough or acute enough to justify a war," the statement was doubly reassuring, since one dictator spoke for two.

Is it still possible that the "war to end wars" really accomplished more in that direction than is generally supposed? By its very magnitude and awfulness it struck terror into the hearts of national leaders. There are repeated signs that none of them quite dares to touch a match to the powder keg. There have been numerous opportunities and provocations just as serious as that assassination of the Austrian Archduke at Sarajevo which started the World War.

Even the swashbuckling pair in Central Europe seem—for the moment at least—more bent upon stamping out the sparks than allowing them to spread.

A further safeguard against a major war in Europe which might draw other continents into the conflict, is the belief that Britain and France are now prepared to withstand a swift attack or short war. And a short war is the only kind Hitler or Mussolini could undertake with any hope of success —for obvious economic reasons.

Europe's jittery Fall and Winter have thus been followed by a more cheerful outlook for the Summer.

A "G. P." Course

One of the commonest experiences in high school is that of the student who suddenly decides, at the beginning or middle of his senior year, that he wants to go to college. He has been following a general or a commercial course, perhaps, and must take additional studies and probably an extra year or two of schooling, to meet the admission requirements of the higher institution. This is an awkward situation for the pupil. He may have possessed neither the requisite ambition nor the assurance of financial backing at the time when the selection of a college preparatory course was in order.

Another not infrequent case is that of the high school student who fits himself for college and then, for economic or other reasons does not go. Excellent as may have been his training for serious study, he is apt to look with envy upon those classmates who have taken the courses equipping them more directly for stepping out into the business world.

Many such disappointments might be avoided by the introduction of a compromise curriculum whose two-fold purpose would be indicated by some title like "General Preparatory" Course. Here any student of suitable mental capacity might find not only the studies usually specified for college admission, but also a few of those other studies, close to every-day affairs, which are ordinarily excluded from the pre-college curriculum.

Whether the proposed course could be worked out in the present time span of the high school or would require an extra year for its completion; and how many colleges would be open to graduates of a compromise course—these are questions not to be answered off-hand.

In the majority of high schools today, the student's choice between college preparation and the shorter cut to the business or industrial world has to be made sooner than it ought to be. Often the choice of a General, English, or Commercial Course by a pupil of superior ability means a period of relaxed effort. Enrolment in a General Preparatory Course, on the other hand, should signalize an ambition for serious study, whatever the outcome. Moreover, the members of such a course would not have occasion to feel themselves wholly cheated of natural science, social science, business practice or certain other subjects which have been available to their fellow students in the non-academic courses.

No doubt the building up of a comprehensive middle-ground curriculum would necessitate some condensation and excerpting. When such a course is fully worked out, it will mark a real advance in the adaptation of secondary school offerings to a particular and quite common need.

Who Said Economy?

Some New England communities, finding they have outgrown their original form of town meeting government, have adopted a modified plan which is known as a limited or representative town meeting. Instead of leaving the appropriative power in the hands of all the citizens gathered in an open assembly or annual town meeting, these communities elect a smaller body of town meeting members to transact their fiscal business.

It was a member of one of these limited town meetings who declared the other day that he did not see how the citizens could hope for any substantial economies in local government so long as everybody, while professing to want economy, continued to block whatever move in that direction promised to hit his special group. Fully a fourth of the town meeting members, he said, were employees of the town. And whenever a cut in the pay of firemen, police, librarians or school teachers was proposed, pressure was brought to prevent such action.

This is but one manifestation of an almost universal state of mind. We see the same thing in Congress. The public cries out for economy. But the pressure groups, often well organized, are able to hold their gains and frequently to make new advances.

This is human nature. But it is also a result of the general situation in which people of all ranks and conditions find themselves in a time of economic stringency. If times were better, individuals would be less inclined to grasp for all that they can get and sometimes more than rightfully belongs to them.

The growth of privilege and pull is intensified by the tightening of the job market. If and when business improves so that employment at good wages is available to every one, we shall see a loosening of the fingers that now clutch so grimly at any money-getting opportunity. It may even be found that our crimes of robbery in all their forms will become less numerous.

Adversity does not bring about any sure improvement either of private or of collective morals. It may do just the opposite.

A widespread business recovery would at least encourage all of us to behave more normally.

Meanwhile, of course, we need to preach and practice civic virtues all we can.

Tabled Again

Year after year the City Council of Boston sends an order or a resolution to the School Committee, requesting that all school employees living outside the city limits be compelled to move into the city. Recently Chairman Henry J. Smith of the School Committee tabled another of these memoranda with the statement: "The School Committee and not the City Council runs the school system of Boston."

Rules and ordinances restricting the residence of teachers are not only annoying and likely to work severe hardship in some cases but are sure eventually to produce a deterioration of the school system. The same thing is true of rules barring married women teachers. Both these ideas have some economic excuse but neither is educationally sound.

Boston, of course, has its peculiar problem due to the fact that a majority of those who regard Boston as their center of life and work reside in outlying towns and cities where the hub itself cannot directly tax them.

Freedom of Opportunity

Time goes on and our greatest national problem is still that of unemployment. And many of those who search vainly for jobs are better qualified than many who have jobs. Efficiency is sacrificed to give employment advantages to the local applicant, the friend or relative of somebody, the individual with a pull. A country that once boasted its freedom of opportunity for all is fast becoming a land of barred openings.

Men and women in places of authority who hold the doors open for the best qualified workers regardless of pulls and pressures, deserve credit for acting as true Americans ought to act to preserve a splendid heritage of democratic justice.

A Follow-up of Non-Promotions

ERCEL B. FRANCIS
Linden Ave School
Glen Ridge, New Jersey

Repeating a grade may not be so tragic as is frequently supposed. One school examines its records.

THERE have been many advocates of 100% promotion, and some authorities claim that a child never recovers from his disgrace attending non-promotion. We all know that 100% promotion means 100% movement from class to class. It could never mean that every child can attain the same amount and quality of growth in a given period of time. A child who lags far behind the attainments of his classmates is at a constant disadvantage. There are two alternatives for such a child. He may be offered extra time and opportunity, or he may be allowed to accumulate experiences in confusion and discouragement. We believe it is better for him to *face* the issue of his non-accomplishments, and to accept the privilege of "trying again." We have proved that with rare exceptions, a child's second year in a grade is attended by improved skills and increased confidence. We have needed to know whether this improvement continued over a period of years.

Using all the available data in the Glen Ridge system, we took records over a period of four years, of 60 children who had been retarded one or more years in the elementary grades, and we made a careful study of them. It was found that there were three bases of judgment. First, the averaged report card marks for the years following the child's repeated year; second, the averaged Stanford Achievement Test results; and third, the averaged reading marks, including the Gates Reading Test results where they had been given. Children receiving averaged report card marks of 70% or above were considered as doing satisfactory work, and were so indicated by a plus sign. Those receiving below 70% were considered unsatisfactory and were so designated by a minus sign. With the Achievement Test and the Gates Reading results, those children whose averaged rating stood at grade level or above were indicated by a plus sign, and those below grade standard were indicated by a minus sign. In this way we established three measures of satisfactory and unsatisfactory academic accomplishment. If a child passed each measure, he was credited with 3 plus signs; two measures with 2 plus signs; and one, with one plus sign. In other words, 3 plus signs signify satisfactory accomplishment in 100% of the measures used; 2 plus signs, 66 2/3%; and one plus sign 33 1/3%; 3 minus signs signify failure in passing 100% of our measures.

◆

A tabulated record of these results was made.

The records indicate that 8 children showed no success, 7 showed 33 1/3%, 3 showed 50% success, 7 showed 66 2/3% success, and 35 showed 100%. Thus more than half of the children studied received 100% success!

Another table was prepared to give a picture of the percentage of success found in each I.Q. grouping. For example, there was one child with an I.Q. of 79 and he received 33 1/3% success. Of the 3 children with I.Q.'s 80-89, one received 66 2/3% success, one 33 1/3% success, and one 0% success. It is interesting to note that one-half the children in the I.Q. grouping 90-109 had 100% success, and, with one exception, all the children with an I.Q. of 110 or above had 100% success. Forty-two or 70% of the children attained 66 2/3% success or above.

◆

Thus, of the 60 children repeating a grade, some success following non-promotion was achieved by 52. Thirty-five of these 52 never failed in anything during this period. This success was attended by an emotional satisfaction, for these children had accomplished what had once been beyond them. So, for years following, they could face class situations with confidence. Many of them in the following years showed very superior work, and the teachers have made such comments as these regarding them, "I feel that John's repeating first grade has been very beneficial. He is more sure of himself and will enjoy second grade work rather than struggle with it." "Ruth's repeating third grade when in better health has been a great help. Her shyness is decreasing, she is more interested and is willing to take part with the others. She has found that she really can do those things she was afraid to try and has gained confidence in her ability." Of the 8 children who attained no degree of success, 1 had imperfect hearing, 1 had poor health together with too many home responsibilities, 1 had a foreign background, and 5 had poor health together with little or no co-operation from home.

Although this study is chiefly in terms of academic achievement, its application is not limited to subject matter. Successful accomplishment is desirable because of the satisfaction it offers children. Every child must experience sufficient success to keep his self-respect, and to gain courage for further effort. According to this study, successful accomplishment for at least 4 years, was the experience of 87% of the children who were allowed the privilege of extra time. It is safe to assume that four years of successful accomplishment will offer a greater hope for continued success than will 4 years of accumulated confusion and discouragement. It is also interesting to note that only 4 of the 60 children had a definitely low mentality. Thus, we may conclude that retardation does not imply a lack of intelligence.

The Present Status of Phonics

DOUGLAS E. LAWSON
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Teaching children to read by the word method has not been wholly successful. Phonics, too, are useful.

THE impression is sometimes received that we who teach are inclined nowadays to grasp indiscriminately each new fad in education, laughing scornfully today at everything belonging to the educational methods and materials of yesterday.

▼

The decade of the twenties was a period of development for new scientific techniques by which, for the first time in history, we objectively measured the educational offering. It became popular to suspect everything in our pedagogical field and to apply the measuring stick. Along with its salutary effects, the movement brought at least one tendency of questionable worth, namely, the tendency to accept the new and condemn the old without fairly evaluating respective merits. Without vision, we sometimes are so eager to ride the crest of each new movement that we fail to note the direction in which it tends. Whether the crest be that of a tidal wave or a mere backwash, the thing to do is to ride it.

This principle is well illustrated in the case of our methods of teaching reading. During recent years, the so-called word method has been scientifically shown to have certain advantages. Thousands of teachers cast phonics to the wind, assumed that the word method was something new, and pitied the teacher who still dared teach phonic analysis.

In the scramble to ride this new wave, some things have been said which would be difficult to prove. Extreme statements have been made by teachers to bewildered parents. Glib conversation about "thought teaching," "units of comprehension," "recognition span," and "reading by phrases" has indicated that many teachers have mistaken the wave for a main ocean current. They do not know that these new methods are a hundred years old; that Horace Mann preferred the word method a century ago[1]; and that the so-called "complete thought method" was known many decades back in our schools.

▼

Superintendent Ira Divoll of the St. Louis public schools stated in 1866: "In teaching reading by the *word method*[2], the teacher should be careful not to postpone too long the learning of the names and sounds of the letters."[3]

▲

In 1871, Superintendent George J. Luckey of Pittsburgh reported:

"The method of teaching the pupils the letters first has been abandoned in our schools, because the pupil in his efforts to combine the letters into words loses sight of the thought conveyed in the sentence. . . . We have, therefore, adopted that method which requires the pupil to deal with printed words as the signs of things, actions, and thoughts, and to acquire their names by sight. . ."[4]

During the decade of the seventies, the Cincinnati public schools used a combination of the word and the phonic methods.[5] Other schools used similar plans. In fact, by 1873, in most first-class schools the old "a, b, c" method had been superseded by the phonetic, the word method, or even the sentence or "complete thought" method.[6]

Now, it behooves the modern teacher to thoroughly evaluate present-day method; to more or less ignore the seeming newness of procedures; and to reach an absolutely unprejudiced, well-balanced viewpoint. In the case of phonics, fortunately, we have much recent evidence of an objective nature.

▼

One of the best known of early investigations was that which Currier and Duguid reported concerning an experiment made in 1916.[7] Studies were made later by Gates,[8] Sexton and Herron,[9] and others. The general consensus to be drawn from the conclusions is that phonics should be taught to certain children under specified conditions. The *Third Yearbook, Department of Superintendence*, states that "A large number of pupils need basic phonic training. . . . The amount and kind . . . must be adapted to individual needs."

The *Twenty-fourth Yearbook, National Society for the Study of Education,* reported that overemphasis on phonetic analysis developed habits of "word calling" and that work in phonics must be closely related to the reading situations.

Lohmann reported in 1930 that, of fifty-one city and state courses of study examined, about half definitely state that phonics is taught, the purpose being to develop independence in reading.[10]

This matter of reading independence—that is, of how the non-phonetically trained child will learn to approach new words when reading alone—is probably the chief stronghold of the advocates of phonics. On the other hand, those who oppose it insist that it leads to mechanical reading without recognition of meaning. Buswell,[11] Gray,[12] Pennell and Cusack,[13] and others have pointed out this danger.

◆

From the above evidence it becomes clear that authorities are disagreed concerning the use of phonics. After reviewing many of the outstanding studies in the field, Witty and Kopel, in 1937, concluded: "The skillful teacher will, therefore, be reluctant to use *any* phonetic method with all children. . . . In the case of children experiencing failure or great difficulty . . . he will use judiciously those devices—including phonics—which seem appropriate in their rehabilitation."[14]

Certainly, those opposing phonics have never satisfactorily answered the question of how the non-phonetically trained child is going to approach new words when his teacher is not with him.

Tate, in 1937, reported a study with an experimental class and a control group among first-grade pupils.[15] Using the Gates Primary Reading Test, he computed grade scores for each of three types of the test. The median CA for each group was six years, seven months, with the control group slightly in advance in point of IQ. After eight weeks of work with somewhat over seventy children, it was found that the group taught by the phonetically aided method was far more advanced than the control group. Too much phonics, however, was found to hinder comprehension.[16] A further conclusion was that a separate period for phonics, apart from the reading lesson, was undesirable.

In 1937 the Michigan State Department of Public Instruction issued a volume entitled *What Does Research Say?*, in which the evidence was summarized for numerous problems of elementary teaching.[17] In answer to the question: "Should phonics be taught?" the bulletin says: "Yes. Nearly all authorities in reading agree that children should have some training in word analysis and phonics. Without it, they are handicapped in the presence of unfamiliar words."[18]

◆

The general consensus of authorities who have found phonics helpful is that special training in this phase of reading work should be delayed until after the middle of the first grade. This is the opinion of the National Committee on Reading.[19] Similar conclusions were reached by Sexton and Herron in their report of the Newark experiment.[20] Lohmann's survey of methods used in the United States shows that there is little uniformity in practice of grade placement[21]; but Gates, Gray, and others, in their separately drawn conclusions, have suggested that phonics should be delayed until a certain mastery of reading, or command of a minimum sight vocabulary, has been attained.

What are the conclusions to be drawn from the foregoing evidence? First, it seems reasonable to state that the good teacher will become familiar with the major studies that have been made in the field.

In the second place, the weight of evidence seems to warrant the conclusion that the good teacher must be something of a diagnostician, prescribing for reading, and in the decision to use or not to use phonics, the pendulum of fashion makes a long sweep. The expert teacher avoids following it to either extreme, knows the facts indicated by latest authoritative research, and treats each individual pupil's case according to its peculiar needs. Where diagnosis shows reading difficulties, she will probably make frequent and careful use of approved methods in phonics.

---

[1] Thompson, Merritt M., **An Outline of the History of Education,** Revised edition. New York: Barnes and Noble, Inc., 1934, p. 50.

[2] Italics in the original.

[3] **Twelfth Annual Report of the Board of Directors of the St. Louis** Public Schools. St. Louis, 1866. p. 46.

[4] **The Third Annual Report of the Superintendent of Public Schools of Pittsburgh.** For the School Year Ending June 1, 1871. Pittsburgh, 1872, P. 8.

[5] **Fifty-first Annual Report,** for the School Year Ending August 31, 1880, Common Schools of Cincinnati. Cincinnati, 1881. P. 68.

[6] Farnham, George L., "Primary Reading: The Thought and Sentence Method," **Journal of Addresses and Proceedings,** Session of the Year 1873. National Education Association. 1873. pp. 199-207.

[7] Currier, Lillian B., and Duguid, Olive C., "Phonics or No Phonics?" **Elementary School Journal,** Vol. XVII, December, 1916, pp. 286 ff.

[8] Gates, Arthur I. **The Improvement of Reading** (Revised Edition). New York: The Macmillan Company, 1935.

[9] Sexton, Elmer K., and Herron, John S., "The Newark Phonics Experiment," **Elementary School Journal,** Vol. XXVIII, May, 1928, pp. 690-701.

[10] Lohman, Elsa, "Phonics as Taught in Our First Grades throughout the United States," **Educational Method,** Vol. 9, January, 1930, pp. 217-221.

[11] Buswell, Guy T. **Fundamental Reading Habits: A Study of their Development.** Supplementary Educational Monographs, No. 21. Chicago: The University of Chicago Press, 1922. pp. 63-64.

[12] Gray, W. S., Chairman. **Report of the National Committee on Reading.** Twenty-Fourth Yearbook, Part I, National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Company, 1925.

[13] Pennell, Mary E., and Cusack, Alice M. **Teaching of Reading for Better Living.** Boston: Houghton Mifflin Co., 1935.

[14] Witty, Paul and Kopel, David, "The Place of Phonetics in the Reading Program," **Educational Administration and Supervision,** Vol. XXIII, May, 1937, pp. 331-32.

[15] Tate, Harry L, "The Influence of Phonics on Silent Reading in Grade I," **Elementary School Journal,** Vol. XXXVII, June, 1937, pp. 752-63.

[16] **Ibid.,** p. 763.

[17] **What Does Research Say?** A Statement of the Implications of Educational Research for Teaching in the Elementary School, Bulletin No. 308. State of Michigan, Department of Public Instruction. Lansing: Eugene B. Elliott, Superintendent of Public Instruction, 1937.

[18] **Ibid.,** p. 109.

[19] **Ibid.,** p. 110.

[20] **Op. cit.**

[21] **Op. cit.**

Timidity and Its Correction

EUGENE E. DODD
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Springfield, Missouri

"To no little extent getting over timidity is a matter of getting the mind away from self."

A PERSON'S happiness and success depend largely on how well he can play an active, comfortable part among other people. For the timid person there is a serious impediment to his freedom of action and comfort, the fear that discomfort will result from mingling with others and playing an active part among them. Where fear is present in the mind, even in mild form, the imagination becomes active. As a result, timid persons are over-sensitive; they many times feel that they are doing ill when they are doing well; but there is no valid reason for the inferiority they so often feel. A noted dean of women has said, "Very often talent is hidden under a cloak of timidity."

Timid people feel the same urge to express their thoughts and feelings that others do, but their timidity imposes repression and inactivity. If they would only, as a student aptly said, "Use their imaginations less and the tongues more," their timidity problem would be well on its way toward solution. As a class timid persons are endowed with health, abounding life, and good intentions,—all of which should find outward expression in their relations with other people, through thinking, talking, playing and enjoying with them.

The timid person builds many bridges which he never crosses, by dreading imaginary situations. Most of the discomfort of timidity comes through dread, not from actual experience. Much discomfort would be spared the timid one if he would only take situations as they come instead of dreading imaginary ones. Less thought of self, more the spirit of good sportsmanship, "I'll do the best I can and not grieve over the result," is the need of a timid person. Even his mistakes should not be taken too seriously. A sense of humor suggests smiling over many of them.

One expression of the timid person's discomfort is the feeling that others are observant, possibly even critical, of his words and acts. In this he takes himself too seriously. If the attention of others were turned in his direction in order that mistakes might be observed and remembered, there would be excuse for the discomfort he feels. As a matter of fact people give only passing attention to another's timidity.

That timidity can be corrected the writer asserts with the authority of his youthful experience with it, and of much observation of others at a later time. Not only can timidity be overcome, but the reward of overcoming it also outweighs the cost in effort. To become one's natural self, to be able to mingle among people without undue reserve are sources of much personal satisfaction.

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A first condition for overcoming timidity is a saner attitude toward oneself and the situations which will confront him. No one should let his imagination play tricks on him; no one should think too much in terms of himself; no one should be unduly disturbed over things of little importance; and more important still, each one should aspire to that place among his fellows *to which his abilities entitle him.*

The part of purpose and the desire to fit in and prove helpful, as shown by the two examples which follow, should be instructive to the timid person.

A girl on entering a new school said to the principal, "I wish to join a girls' literary society."

"Don't you think it would be better to wait till you get well started in your studies?" said the principal.

"No," was the answer, "I wish to do that kind of work, and I want to get acquainted." Her request was readily granted.

"A club consisting of college girls went to James River to spend the week-end. One of the girls brought along her sister, who is a high school student. The sister did not know any of the college girls or their sponsor, but in a few hours had adapted herself to them. She made herself one of the party, did not hold back, but was ready to do all she could to make the week-end a success. We asked her to come to our next party."

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In addition to an interest in other people and willingness to play one's part among them, there should be an active interest in the daily happenings of the home, the school, the social club, the country and the world, since these provide the topics about which people think and talk freely.

Suppose you have a skin that is over-sensitive to the sun's rays. On a bright summer day you go on a hike with face, neck and arms exposed to the direct rays of the sun. You soon feel the effect of the exposure. But there is a remedy for the sensitive condition; namely, gradual exposure to the sun's rays, a little one day, more another, and still more another, until the sensitive condition disappears. This is nature's own remedy. A principal remedy for timidity is the same in kind as for the sensitive skin; that is, exposure,—in this case to the personal contacts which cause the discomfort, a little at first, more another time, and still more another until the over-sensitive condition disappears.

The companionable spirit establishes a bond of attraction among people. It creates the desire to please and to share with others what we enjoy and prize ourselves. As much as any other one thing it removes the barrier between the timid person and those whose fellowship he should enjoy. No other personal trait goes further in helping one to forget self. To no little extent getting over timidity is a matter of getting the mind away from self to the many interesting persons about one.

Activity is the basis of improvement. It is not only a privilege, it is also one's duty to become an active part of the life about him. It is through activity that the timid one learns to know people, makes friends, derives pleasure, builds character, and renders service to his fellows. To live a negative, passive existence at the time when social powers should be at high tide is a thought which no one of spirit should entertain.

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There are certain virtues which stand high in the estimation of people. Among them is courage, the possession of which is justly a source of pride to its possessor. Fortunately it is a virtue much needed in the correction of timidity, and nowhere else can it be applied to better purpose. On the contrary the shrinking attitude has the opposite effect. The bather who hesitates, shivering on the springboard, loses both comfort and courage. Ready decision and quick action dispel much of the discomfort which the bather and the timid person feel.

A single part of a machine when injured may impair the usefulness of the machine, but when repaired makes the whole useful again. This one disturbing element of the mental machinery, timidity, when corrected, will cause the whole personality to do its work more comfortably and efficiently. *Only as a person frees himself from this handicap can he become his natural, comfortable, efficient self.*

The Cultural Value of Athletics

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THE author makes no apology for the title of this article, for he is quite certain that educative sports have earned for themselves an important place in our cultural growth. The American countenance sparkles as it contemplates the moving scene of athletic participation. The elder generation reflects with deep satisfaction on the playing fields of its own youth, and it seeks to derive the greatest possible pleasure from witnessing the invigorating competitive activities of the younger athletes of today.

Our sports program is the physical, moral and cultural equivalent of the military discipline and drill-field pursuits of many other nationalities. Who of us would be willing to trade systems with the totalitarian countries that conscript millions of young men for the drab routine of the military camps? It is contrary to our standards of civilization to ascribe any cultural benefits to those authoritarian forces and projects that are destined to function as a means of persecution and destruction.

In *School and Society* March 4, 1939, Mr. Mark MacIntosh reveals that at Swarthmore College the sports program is proving itself "worth its salt." The same viewpoint has been introduced for the athletic investments at Haverford College, Amherst College, Williams College, Princeton University and other institutions of high academic rating. Several of our best private secondary schools have been able to demonstrate convincingly the service of sport and physical self-discipline to the development of personality and the cultivation of courtesy, cooperation, modesty, restraint and other character-building qualities.

When we hear that some of our institutions have been "debauched and debased" by football, basketball or any other game we may well wonder about the sponsorship and the personnel involved. A few selfish coaches and promoters will not be allowed to spoil the onward march of American sport as it bears fruit in terms of increased health, the spirit of friendly rivalry and a more wholesome attitude toward life. These are the very outcomes that are most desired as we look around the world and see the sad faces of those who are being misled by insane tyrants, false hopes and unethical racial aspirations.

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Excessive military training and war preparations generate jealousies and hatreds that breed bigoted personalities and hostile attitudes; but sport is purifying, and we have just begun to tap its moral resources and cultural possibilities. It is only those who are maddened by commercialism and the victory complex that are a discredit to our scholastic athletics. Those who understand the underlying meaning of our emphasis have a right to be proud of this manly aspect of our educational system. Instruction in athletics has the sanction of psychology, sociology and democracy.

American education's purpose is to serve the needs of individuals from every class. Even more truly it can be said that instruction is intended to remove class distinctions by helping every child to discover his talents and direct his energies to their fullest realization.

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With democracy as our ideal, it is our desire to utilize human nature as it is, and to employ this great reserve of cultural wealth as capital on which to build an enduring civilization. We seek to conserve the superior abilities of the best minds and to improve the more mediocre intellects to the point of maximum output. Not every brain is capable of reaching the heights of scholarship and logic, any more than we can expect many to excel in the practice of the fine arts or in scientific research. There are always some who have severe mental ilimitations for which there are frequently ample compensations in connection with the physical gifts that have been provided by nature. This hereditary circumstance is sometimes the explanation of certain attractive forms of self-expression. Some of these are found in the dance, in vocational specialization, in recreational hobbies and in the numerous forms of athletic proficiency.

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If our universities are worthy of their name and if our high schools represent genuine democracy on the secondary level of instruction, then we dare not be guilty of any mistakes of omission or commission in the serious business of pupil exploration and educational guidance. It may even be possible that we have the athletic genius to foster as well as the budding young poet, artist or musician—or mechanic or aviator. Knack for some of the skills in the realm of sport is as natural and praiseworthy as any other gift of the gods to man.

In this day of technology and investigation our concept of scholarship is sure to undergo considerable modification. The terms "student" and "intellectual" have been gradually assuming a broader meaning, and our use of the words "scholarship" and "culture" is beginning to involve something more realistic, vital and practical than the leisurely cultivation of those subjects of study that have a superior standing in the academic, philosophical or literary world.

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Are we not ready to recognize a need for institutions that feature unreservedly and unblushingly the intensive and expert cultivation of those athletic abilities that have the greatest personal, social and professional utility? It might even be that these educational agencies will some day be as valid and desirable as art schools, music conservatories or colleges that stress commerce and business efficiency. We shall be exposing ourselves to indictment as academic pharisees and intellectual snobs if only the bookish types of students are favored in what is supposed to be a democratic system of education. How dare we assume provincial and inflexible attitudes and limit cultural opportunities to those who represent chiefly the traditional sources of educational patronage? Is it proper for us to be proud of restricting cultural privileges to the high-brow brand of student? Is it not an infraction of the American Way to look with disfavor on those who seem destined by nature to succeed primarily in the realm of muscular dexterity and athletic skill?

Programs of intra-mural sport have been expanding, and curricular balance has been established in our list of offerings in the field of health and physical culture. In these days of instruction in hygiene and health it is well to bear in mind the significance of the earlier use of the term "physical culture." This is not an erroneous or exaggerated use of the word CULTURE, which has come to have a many-sided meaning, owing to the complexity of our modern mode of life.

In the domain of agriculture we emphasize the elements of our earth that are subject to aesthetic and productive culture. And so it ought to be in the field of physical education and athletics—especially in the cultivation of bodily vigor, organic and psychological stamina and an attractive, graceful carriage.

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Some of the greatest benefits to be derived from athletics as an educational activity are poise, courage, team-play, sportsmanship, adaptability and indifference to the hero-worship of the sidelines. A fuller measure of socialization and emotional stability are possible as a result of the give-and-take of competitive play, and nothing contributes more to sanity and a sense of justice than the intimate contact necessitated by a spirited contest. Some of the most essential attributes of culture and refinement are readily acquired in the world of recreational sport. The athletic events of the schools and universities of England can testify eloquently to this claim.

Let us not threaten elimination or even the restriction of our athletic program, but let us seek more purposefully and hopefully the cultural values that are sure to emerge when we administer our schedule of sports as an integral part of our philosophy of education.

What's In County Names?

LEWIS H. CHRISMAN

IT would be hard to exaggerate the educational possibilities of the study of place names in connection with classes in geography, civics, sociology, history and English. Twenty years ago almost nothing had been done in the field on this side of the Atlantic. In recent years, however, there has been an increasing activity in this branch of investigation and a considerable body of material has been accumulated. Yet at best practically every region represents unutilized opportunities for intensive study of the origin and significance of geographical names. Although now and then highly rewarding projects having to do with this subject can be worked out, most classroom attention to the topic will have to be incidental. Sometimes it will simply be a case of an alert teacher arousing interest. This most emphatically is not to be minimized. Some of the very best teaching is through contagion of interests. The teacher's intellectual enthusiasms are certain to be communicated to some of his students.

The poetry of place names is exemplified in Whittier's "Massachusetts to Virginia." The poem itself has to do with an issue long since dead, but the mention of so many geographical names rich in associations gives it an undying charm. Especially delightful are the old English names of some of the counties. We read of "the thronged towns of Essex," of "the voice of free, broad Middlesex," of "Norfolk's ancient villages," of "Plymouth's rocky bound," of "Berkshire's mountain men" of "Hampshire's woodmen" and of other places bearing names that thrill with the poetry of deeply rooted traditions and a cherished spiritual heritage.

To explain these names we have to take an excursion into English history. Essex and Middlesex (East Saxony and Middle Saxony) go back to the invasion of England by the Angles and Saxons in and about 449 A.D. Norfolk is a word that even the amateur student of language can easily divide into its component parts. Chaucer spells it "Northfolk," and in this form the meaning of the term is even clearer. Hampshire and Berkshire both terminate with the old English name for county. The first syllable in the former means "home" and that of the latter "grove, or wood." Of course Plymouth suggests to all of us the breaking waves dashing high on a more or less "stern and rock-bound coast." But this word too takes us across the sea to the old English town on the Plym River. Just what Plym means we are not certain. It may signify "lead," or it may be a root word referring to "river."

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The study of the names of American counties furnishes a field which is exceptionally rewarding. In illustrating this one is embarrassed by the wealth of material. An unusually interesting and important list of county names consists of those which were the result of Virginia legislation. There are 172 of these. This does not mean, though, that the Old Dominion has that many counties. Of these thirteen are extinct, nine are in Kentucky and fifty in West Virginia. A volume could be written about the names of the hundred counties now represented on the map of Virginia. It will be noted that some of them were selected because of a deep reverence for English royalty, twenty-four having come from such a source. For example, Charlotte was named for "the young Queen of George III, the Princess Charlotte, (Sophia) of Mecklenberg." The name of Frederick comes from Frederick, Prince of Wales, son of George II and father of George III. The William commemorated by King William was the Prince of Orange who with his wife Mary ascended the English throne in 1688, and Orange was given its name in honor of the same royal personage. In the name of King and Queen County, William shares the tribute with his queen. King George was named for George I and Elizabeth City, which goes back as far as 1619 was, as James Russell Lowell has said of Virginia, "fitly named from England's manly queen." Princess Anne was named for the lady who afterwards became Queen Anne of England and Prince George for her husband, Prince George of Denmark. The name Henrico was given in honor of Prince Henry, the son of James I. It is interesting to note that county names of this type are almost entirely lacking in New England, the single exception being Dukes (Mass.). The explanation of this is that the island of Martha's Vineyard was once a part of the proprietary domain of the Duke of York. New England was not settled by royalists and the political proclivities of the founders are manifested in the county nomenclature.

As we come back to the Virginia territory we find that there developed with considerable rapidity the custom of utilizing the names of local notabilities. Of the fifty old Virginia counties now in West Virginia the most characteristic names are those of prominent figures in the political life of the commonwealth. For example, Brooke, Cabell, Gilmer, Harrison, Jefferson, McDowell, Monroe, Nicholas, Pleasants, Preston, Randolph and Tyler all commemorate governors of the parent state. Braxton bears the name of Carter Braxton, one of the Virginia signers of the Declaration of Independence. Upshur was given the name of Abel Parker Upshur, Secretary of State in President Tyler's administration, who several years before its establishment had been killed along with Thomas Walker Gilmer, Secretary of the Navy and several other well-known persons by an explosion of a gun on the United States Battleship, Princeton. Of the nine Kentucky counties named before the separation nothing needs to be said about the origin of Fayette, Jefferson and Madison. Bourbon "was named in compliment to the Bourbon family of France" as a token of gratitude for the help given the American colonies during the Revolution. Lincoln was named in honor of General Benjamin Lincoln of Massachusetts, an officer in the Revolutionary Army. Mercer received its name from General Hugh Mercer, who was killed in the Battle of Princeton. Mason, Nelson and Woodford were all prominent Virginians.

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In noticing the nomenclature of counties in other states we find that the three in Delaware all bear distinctive old English geographical names. New Jersey also has Somerset, Sussex, Essex, Cumberland, Gloucester, Middlesex and Monmouth. In Pennsylvania we find Chester, Montgomery, Berks, Bucks, Northampton, Northumberland, Cumberland, Lancaster, York, Westmoreland, Huntington and Somerset. Along with these, in the latter state, are counties bearing the names of prominent Americans like Washington, Adams, Franklin, Greene, Jefferson, Clinton, Perry, Lawrence, Mercer, Crawford, Warren and McKean. In Ohio there are Adams, Carroll, Clinton, Crawford, Fayette, Franklin, Fulton, Harrison, Jefferson, Jackson, Mercer, Monroe, Putnam, Stark, Washington and Wayne.

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The Oklahoma names represent, of course, a much later period in our history. Presidents, however, are not unrepresented as we find a Washington, Lincoln, Jefferson, Grant, Garfield and Cleveland among the counties. Nine others were given the names of men prominent in public life at the time the state was settled, these being Beckham, Blaine, Bryan, Logan, Mills, Stephens, Harmon, Noble and Tillman. Still an additional nine bear the names of members of the convention which formulated the constitution of the state. Of these Murray and Alfalfa were named for William M. Murray, president of the convention, whose nickname is "Alfalfa Bill."

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In any investigation of the origins of the names of American counties it will be noticed that there is much repetition. One illustration of this is the frequent use of the surnames of famous men. Thirty-one states have Washington counties. Madison and Monroe have also been popular names for this purpose. Only five counties were named for John Adams, the second president of the United States. Sixteen states contain counties which received their name from that of Abraham Lincoln. In this connection, though, it should be kept in mind that the Lincoln counties in Georgia, Kentucky, Missouri, North Carolina and Tennessee are all named for the Revolutionary army officer, General Benjamin Lincoln. The Lincoln County in Maine obtained its name from Lincolnshire, England. Gannet in his *Place Names in the United States* credits the designations of nineteen counties to Andrew Jackson. In dealing with such a widely used surname the student must exercise more than ordinary care. It is interesting to note, though, in this connection, that the only county named for the famous Confederate general, Thomas J. Jackson, is Stonewall County in Texas. After that of Washington, the most popular name for counties among Revolutionary generals seems to be that of "Mad Anthony" Wayne. Twelve states have counties which were named in honor of Charles Carroll of Carrollton, the last survivor of the signers of the Declaration of Independence.

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Several facts need to be kept in mind before we make too many inductions from our data in this regard. One is that not all of the counties bearing the name of a given prominent American have received it directly from him. For example, the name of a Monroe County in the West may be the result of one in an older state. We must also remember that the origins of some names coming from individuals is not so obvious as that of others. Albany County (N. Y.) is named for the Scottish title of James, Duke of York, later James II of England. Dutchess County in the same state was named for Mary of Modena, Duchess of York. The spelling of this county name has been somewhat confusing. Before the publication of Dr. Samuel Johnson's *Dictionary of the English Language* in 1755 the word was spelled with a "t," which in this instance is retained. Present day notabilities are not so likely to be represented on the map. New counties are not being laid out now. As popular and outstanding a president as Theodore Roosevelt had but one county named for him, which is in New Mexico.

In the division of the general subject Indian names form a picturesque and interesting section. Not all of them are confined to the West. Among the county names in New York are Cattaraugus, Cayuga, Chautauqua, Chemung, Chenango, Niagara, Oneida, Anondaga, Otsego, Saratoga, Schenectady, Schoharie and Tioga. Ohio has Auglaze, Coshocton, Cuyahoga, Geuga, Hocking, Huron, Mahoning, Miami, Muskingum, Pickaway, Sandusky, Scioto, Seneca Tuscarawas and Wyandot. To make an effort to secure the translations of these distinctive and delightful names is a difficult but rewarding task. Descriptive names are occasionally applied to counties. Fairfield, Richland and Summit in Ohio explain themselves. The name of Saline County in Nebraska came from the mistaken idea that the region was rich in deposits of salt. Cascade County in Montana contains the great falls of the Missouri. The student of county names should also give some attention to the historic backgrounds as revealed by the languages represented on the maps. Illustrations of this are Dutch names in New York, Spanish in the Southwest and French in the North Central regions.

County names represent but one segment of a wide and varied area of intellectual activity. No one can work in any part of it without being impressed with how much there is in a name. Very often the most effective study in such a field is that which begins at home. The fact that there is so much first-hand investigating yet to be done is in itself a challenge. There are innumerable opportunities of making at least a slight addition to the world's store of available knowledge. If young people can be inspired to help in this, the values for them will be so much the greater.

A Case of Pupil Initiative

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IN THESE days when modern education is sometimes called a menace rather than a benefit to society it is especially interesting to note any departure in its results from those produced in the old days. That modern education develops in the child a certain freedom of thought and a feeling of self sufficiency in facing problems, not common under the old regime, is evident to the unbiased observer.

That children of today display an unusual amount of initiative and resourcefulness is exemplified by the pupils in our fifth grade.

The girls from this grade have formed a club which is called the O. P. C. Club. This club has initiated two projects that required for their accomplishment the ability to plan, the capacity to exercise judgment, and the ability to make the most of materials at hand. These two projects, namely, the giving of a play before the group, and the planning of a party for the rest of the grade were initiated and carried out by the girls of this group.

The play was selected and a director chosen without help from any adult source. The play was typewritten by an older girl at the request of one of the group. The girls did their own costuming and were able to procure all articles needed except a prince's costume which the teacher borrowed for them. One of the group was very successful in applying simple make up.

The girls showed excellent judgment in choosing both the play and its director. The play entitled "The Lane of Roses" was given on Valentine's Day and was most appropriate for the occasion. The director was a real leader within the group and was the one the teacher would have proposed, if her opinion had been asked. The group showed mature judgment in assigning the characters which were well taken by each participant.

The girls planned a dress rehearsal for which all properties and costumes had been collected and made ready. The play was first given before the teacher, student teachers, and boys in the grade. It was later repeated before the parents of the group. Each audience expressed itself as greatly pleased by the performance.

The planning of the party also required much forethought and resourcefulness on the part of the girls. It was given as a surprise to the teacher and the boys of the grade on the day preceding the Easter vacation. The girls had requested the use of the time after two-thirty o'clock on that day. Two of the girls acted as hostesses and were in a receiving line together with the teacher and two student teachers. Through this line the boys (a little unwilling) were required to go. The two hostesses led the teacher, who was their guest of honor, to an especially decorated table at the front of the room. The boys and the visiting student teachers found their seats with the help of place cards. Favors found at each place were made from marshmallows and formed to represent funny little bunnies. A committee of two made the favors for twenty-five places.

Another committee had prepared games and an Easter egg hunt. The refreshment committee had planned food that delighted the boys. It consisted of home-made angel cake, ice cream, and pop.

The girls had provided bunny carts and Easter egg baskets for the winners in the games. The prizes and those refreshments not donated were paid for from the money received into the Club as dues.

The teachers considered this party as well planned as those which had been supervised by adults.

With such initiative and responsibility displayed by the children of today what may we not hope for in the adult citizenship of tomorrow in the way of personal responsibility to the best interests of the group?

A Shake-up in Oral English

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Introduction of "real life situations" calling for effective speech, awakened interest.

SINCE a great majority of high school students must be trained to go directly into the world, the English department has a large share of responsibility for making students bread-and-butter-earning citizens. Therefore, we, as teachers, must breathe life into these inanimate concepts and make the stereotyped expression "Create life-like situations in the class room," really live if the English department is going to fill adequately its place in the educational system. In an attempt to achieve this purpose and to develop spontaneous, effective use of English, I turned to oral composition, but was soon discouraged by the soporific speeches which came forth. To reach the objectives which I had set up, I needed to create interest.

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Therefore, I began the first experiment by dividing my class into teams having a chairman and a clerk. We discussed parliamentary procedure. Also, we discussed the duties and responsibilities of each team official. After we finished the discussion the teams were to meet separately and elect officers. From my office I heard one election in which the students followed the prescribed procedure very well and elected for officials those students that could best bear the responsibility.

On the following day I stated that the next class in oral composition would present general explanations accompanied by diagrams on the board. I also suggested that they could improve their work by choosing a subject in which all the members of the team could take part. As a result my teams one and two were outstanding. Team one began with an introduction of sports by the chairman. Then the chairman called his speakers, each in turn taking up a single sport. These speakers followed a history of their respective sports with descriptions and diagrams of playing fields, methods of playing, results, and values. Team two took the subject of the evolution of transportation. The chairman gave an introduction which considered the importance of the subject and outlined the procedure. Then each speaker by the use of board diagrams and pictures brought the transportation from the ox cart, pony express, steam engine, and steamboat to the present day ocean liner, streamlined train, and airplane. These students had not only made research into the history but had found interesting stories concerning the trials and triumphs of the inventors.

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From these reports we turned to a mock trial. Our school was planning to establish a school court; therefore I felt that here was an excellent opportunity for the creation of a life-like situation with immediate returns in the possibility of filling a position in the court. In class we discussed court procedure. For the next assignment students were to interview lawyers and judges to obtain all possible material on conducting trials. The results were written up and read in class. Then two trials were arranged in which two teams combined. I simply stated, by way of assignment, that they should present a trial for the next oral composition date. Thus, the presidents immediately announced the time and place for the teams' meeting.

After school from my office I heard something like this: "All right, we have to get a trial ready for tomorrow. Any suggestions?" Suggestions came thick and fast. The two presidents discussed suggestions, weighed them, made plans, gave orders, made arrangements. The meeting became a "hubbub" once in awhile but, "Pipe down," from one of the presidents, "we have work to do," silenced the group. Once in a while the stronger leaders would come into conflict with one another, but plans were discussed, argued fully, and settled. This meeting lasted until five o'clock. An hour and a half's work after school on English. That was something!

The first two presentations of the trials in class were well prepared. The class was interested

The trials were not only interesting, but accurate and complete. However, since these trials seemed too cut and dried, the students asked if they might develop a trial in which the verdict would be left to the jury. Therefore, for the last class before Christmas vacation I suggested a mass trial involving the whole group, the only restriction being that all students must take part. With no faculty supervision the whole class held a meeting under the direction of the four team presidents and prepared the procedure.

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When the day for the trial came, the judge, dressed in flowing black robes, took his place while the court stood. The jury members having been sworn in, the witnesses were called, questioned, and cross-examined. The high point came when both attorneys gave their pleas to the jury. Each speech was carefully prepared and forcefuly delivered because each attorney was striving to win his case. At the conclusion of the pleas the judge gave his charge and the jury retired while the class waited anxiously for the verdict.

The use of teams for mock trials, reports, and debates filled the period until Christmas vacation. The period from Christmas to Easter is the time when classes are in danger of becoming heavy and dull. To prevent this and to develop extemporaneous speaking, I turned to radio. Why not try sports announcing?

I procured an old radio which I installed in the class room. The microphone, an old earphone hung on a metal standard, was placed on the balcony in the gymnasium. I next arranged with the physical education department to play a basketball game at the same hour in which the English class met.

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About a week before this experiment was to be tried the class discussed the requirements of good English, clear thinking, clear enunciation, and careful pronunciation in radio work. The discussion then turned to the problem with which sports announcers are confronted. Under this topic we discussed qualifications of a sports announcer and decided that he must enunciate clearly, speak correctly, and think quickly to fill in the slack moments during the game with description of the people and surroundings. Finally the class summed up his task in the idea that the announcer must place a clear word picture before his audience. Also, the class agreed to listen to the sports announcers for a week to obtain as many valuable points as possible.

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Thursday, the day for oral composition, the students filed into class somewhat curious because there had been no assignment. Next they noticed a radio on the desk. They began to ask questions among themselves and then of me. I explained that they were to be sports announcers for the day and that each pupil would go up to the balcony in the gymnasium to announce approximately five minutes until he was relieved.

The first student left the room. The rest waited tensely. Then—"This is Sam Jones, ladies and gentlemen, bringing you the game of the season, between the 'Reds' and the 'Yellows.'" From then on things moved rapidly. Lulls in the game were filled in by station announcements, descriptions of the players ,and the "gym." As announcers changed we would hear —"John Hess taking over for the Ricker Broadcasting company. Lycette passes to Johnson. Johnson returns the pass and Lycette shoots."

At the end of the class I felt that the experiment was a success. Interest was keen. Discussion of errors was rapid. The students showed surprising originality and ability. Grammatical errors were few and the use of words, enunciation, and force was improving. Radio had solved my problem.

As March rolled around another valuable form presented itself. Since many of the students of New England will take their places in communities where the town meeting form of government is important, I felt that they should be versed in the rudiments of carrying on this meeting. Therefore I broached the subject, about two weeks before town meeting time. The definite value of this project was immediately seen. They could readily see how a knowledge of parliamentary procedure and the ability to speak forcefully would determine whether or not their road would be plowed during the winter. Thus, we discussed procedure. The assignment for the next day was to discover all they could about the administration of the meeting. Also, they were to bring into class two articles which they would like put into the warrant.

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At the next class a warrant committee was chosen. This committee gathered up the articles and at a meeting after school hours drew up the warrant in accepted form. This warrant was then placed on the bulletin board at least one week before the town meeting.

Since the object of this meeting was to train the students not only in the procedure of town meeting but also in oral English, careful planning had to be done to insure that all students take part in the discussion. Each student was instructed to choose two articles, one which he opposed and one which he favored. In the meeting as these articles came up the champion of the articles moved that they be accepted. Others gave strong opposition. Discussion was stimulated by having it understood that those who were most active in the discussion earned the best grades, and also by creating competition to see who could defeat or pass the most articles. Social problems, school problems, and dormitory problems were discussed. Thus we had a lively, interesting class and my two-fold purpose was realized: practice in life-like situations, and spontaneous, effective use of English.

This method of procedure in addition to the values of practice in life-like situations and spontaneous, effective use of English, develops poise, responsibility, fair play, and leadership. Also, English ceases to be the uninteresting, hated subject, but becomes the interesting, liked subject which students feel is definitely preparing them for a life of usefulness. And finally through this method of teaching, the English department recognizes its great responsibility and gives life to the phrase "Create life-like situations in the class room."

Ellen and the Dance

MARK HILL
Dewdney, B. C.
Canada

Background of the Story:

Mr. and Mrs. Everton are parents some persons call different; others, modern, ultra-modern, or even peculiar. They believe children should have the same rights in discussion that fathers and mothers claim for themselves. They think the principle that children should be seen and not heard is as antiquated as the ox-cart and—should be convinced rather than coerced; that parents are not necessarily correct; that a kind of enfranchisement for children is long over-due.

Here is an indication of how different they are: Whenever a matter of difference arises between any of the family, wherein the disputants cannot reach agreement, they have the matter brought before the whole family and formally debated. Uncle Joe, called "The Oracle," is given the job of judge. His decision is always irrevocable, unless later there arises new evidence or a change in the conditions underlying the matter of debate. In such a case, he calls another debate and reaches a new decision. He marks the debaters on a possible total of 100 marks: 25 for presentation; 75 for argument. No criticism of his verdict is permitted. If a draw is reached, he casts the deciding vote.

Ellen, 15, black-haired, pretty, of lively face and sparkling eyes, takes the debates usually in a spirit of fun. Mrs. Everton, a little, plump, grey-haired woman, takes them very seriously. Not brilliant, she is nevertheless sensible and practical. George, 19, is blond and short like Mr. Everton. Some day he intends to enter his father's business. He is a witty youth, with a college youth's wittiness; no fool, although sometimes inclined to be "smart." Mr. Everton and Uncle Joe are brothers, alike in their understanding and sense of humor, opposite in their appearance. A back-injury some years ago required Uncle Joe to resign a professorship of English in an American University. Since then he has lived with the Evertons. John, 10, is the baby of the family. In looks he promises to take after his uncle. Any family dispute to which he is a party is of course handled by the other members of the family.

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Ellen, who had never yet attended a dance, had asked her mother to permit her to go to a Grade 9 Mixer that was being put on by the high school three weeks distant. Mrs. Everton was firmly of the opinion her daughter was too young. As neither could approve of the viewpoint of the other, it was agreed that the matter be considered by the family in debate.

Mr. and Mrs. Everton were to take the Affirmative, Ellen and George, the Negative.

Mrs. Everton spoke slowly from her chair. "Ellen is too young to go to dances," she commenced, as Uncle Joe, trying to hide a grimace of pain, drew his chair to the library table and prepared to take notes. "She has all her life before her for that kind of thing. Girls go to dances mostly to be with the opposite sex. Ellen has plenty of time to think of boys when she finishes her education.

Mrs. Everton paused for a moment to recall other arguments that had been in her mind.

"Studies should take a lot of a girl's time if she's anxious to make something of herself and learn something, — what the world's about, what people are like, how to do things, and so on. It seems to me it would be pretty hard for a girl to interest herself in dances and studies both. So it was when I went to school, and it must be that way now. What counts most to a girl is her schoolwork. Ellen should be willing to sacrifice the least important until her high school days are over."

Here an important argument came to her mind. She went on, faster.

"Besides, girls pet at dances these days, and I think that's awful. How can a girl keep her modesty if she permits boy after boy to pet her! Just suppose Ellen went to a dance and fell in love, or thought she did, with some boy she met there. It would be only an affair of puppy-love and, sweet as it might be at the time, you all know how such a love affair would likely end. If she were to marry him, her married life couldn't be happy, as she wasn't mature when she fell in love. And it is her mature self that would have to live with him.

"Another thing. If Ellen goes to dances, she'll be going where people drink. She will drink because all the others do. I certainly don't want a girl of mine attending mixed parties where drinking is done and all kinds of familiarity permitted.—That's all I can think of."

Ellen, the leader of the Negative, spoke next. The matter was very important to her; so she showed by the huskiness of her first words and the paper full of notes she was holding in an unsteady hand.

"One of the most important things in a girl's life," she read quickly, leaning against the table, "is her attractiveness. It helps her to get a job and helps her to hold it. And it very much decides what kind of husband she's going to get. Now, attractiveness is a matter of looks, of figure, charm and poise. School, although it may develop these accidentally, does so only accidentally. And it may not develop them at all. Attendance at social functions like dances, where a girl has a chance of meeting other boys and girls, teaches her how to act before others, because she sees how others act. She learns how to develop poise and charm and how to make the most of her looks, because she sees what makes other persons attractive."

Ellen had by now become more confident. She continued with great emphasis.

"A good education should develop not only a girl's mind and her attitude toward intellectual things, but also her social attitudes. Someone has said Man is a social animal: he likes to mix with others. And I'm just like other girls. I like to be where other girls and boys are.

"Besides, it is according to how one mixes with others that the others judge him. This may be wrong, but it is a fact. All of us know that the shy intellectual rarely gets anywhere, even in the 'line' where he has the most ability. He can't get the support of others to carry on. He—and the rest of us—need that support.

"Mother has spoken of petting and falling in love. Well, she's brought me up to be sensible and discreet. She can depend on me to do what's right. She spoke about drinking. I don't know much about that, although I have heard a little,—but not of drinking at school dances. Our high school dances are so carefully run that no person can enter them with as much as the smell of liquor on his breath. Drinking is more a part of college life, as George will admit, and of lodges, as Dad will admit."

Here Ellen looked roguishly at her father and caught him trying to hide a smile. She pretended not to notice it, and continued.

"Fathers and mothers would be wiser if, instead of fearing their children might attend drinking parties, they joined together to cut it out from their own groups." Ellen was finished. She sat down, shaking, and Mr. Everton rose to speak.

"The foundations of success," he said in his deep, persuasive voice, "are laid when one is young. It is at this time of life that the qualities that make for success are developed. Two of those qualities are seriousness and the spirit of self-sacrifice. Such qualities may be early developed by attendance to improvement through schooling, not through dancing.

"If Ellen wishes to take up a career—and I know she does, at least for a time—she must prepare for it. She mustn't forget that competition these days is so strenuous that even to enter the contest we need all the education we can get. How much harder we would have it if we sacrificed some of our training period to spend our hours at such things as dances!

"When a girl applies to me for a job, I don't ask her how well she dances, as perhaps some bosses do," Mr. Everton grinned. "I ask her what she can do with figures, with the type-writer, with books, what her standing in school has been.

"Once Ellen has started her career she will have plenty of time for dances.

"One's interests should be so apportioned to periods of life that they bring the greatest all-round good."

Mr. Everton moved over to his chair and sat down, patting Ellen's hand. It was George's turn to speak. As he was a college student and therefore very proud, he spoke without notes.

"Dad has just said something about preparing early and seriously for a career," he said, running his hand through his thick, light-brown hair, "and with that I agree; and so, I am sure, does Ellen. But I believe as Ellen does that success in a career is determined largely by one's social aptitudes and attitudes. These social factors receive their development only by developing them; that is, by attendance at social functions such as this dance she wants to go to.

"Ellen is fifteen years old, quite old enough, with her bringing up, to exercise discretion and restraint. Last year, maybe, she would have been too young, her mind too unformed. At that time she might have judged the value of social functions out of its true proportion. But that time is *last* year.

"Social success is gained, to a great extent, through pretense and make-believe, and therefore has little *sound* value. But it has actual value: men still judge others largely by it. And so its importance must not be ignored.

"In any case, Ellen is not asking to attend a dance every night or even every week. The dances she wants to go to don't number more than a dozen a year. If that number will in any way harm her, there's not much chance for her anyhow!"

George sat down, quite sure that his last point was unanswerable and the verdict already certain.

Mrs. Everton gave her rebuttal from her chair.

"I agree with George that there may not be any harm in that number of dances a year. But there *may* be. That mere possibility outweighs, I think, any of the intangible gains you children say come from dances. Besides, a dozen dances a year will lead to more."

The debate was over; Uncle Joe added up the totals. Ellen, too excited to remain seated, got up hastily and fingered some books on the table.

Uncle Joe coughed.

"I have found a total of 125 marks for the Affirmative and 175 marks for the Negative. Ellen and—"

"Hurray! Hurray!" Ellen danced around the room unable to control her joy. "I've won! I can go to the dance!" She danced around the table to throw her arms about Uncle Joe's neck. "Good old Uncle Joe!"

"Knew you'd win all the time," grinned Mr. Everton.

"I thought so too," said Mrs. Everton, dubiously. "But I didn't hope so."

Dramatics in the Small High School

Naomi Maher
Livermore Falls, Maine

THAT the chief function of the secondary school is to develop good American citizens is now generally accepted. With it has been accepted, too, the sound idea that students be helped to live immediately as constructively and effectively as possible. Class room techniques have been directed toward the realization that one learns by doing. The socialized recitation, the panel discussion, the inductive rather than the deductive method have all tended to help the student approximate life situations. With revision of class room techniques, new evaluations have been placed upon the development of poised personalities, the training of flexible citizens able to cooperate happily and profitably with others, and the discovery and utilization of individual talents and skills not only of immediate significance to the group and the student, but also of probable future value to the community and the man.

To carry out this vital development of a complex human being, and perhaps a human being is never more complicated than in the adolescent years, the large well-equipped progressive school with a multiplicity of resources and an expertly trained staff has great advantages over the small inadequately equipped school with few resources and a non-specialized staff. Nevertheless the small school can accomplish much. It has one resource in common with its larger fellow; it has human power. Moreover it has, perhaps, one advantage; it has intense enthusiasm which by the very absence of many outlets can be concentrated on a few activities.

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Probably the one activity in which the little high school can engage with most far reaching results is dramatics. In most small schools that term could be narrowed down to one play a year. Yet that single enterprise can be so motivated that it supports the triangular aims of personality development, training in cooperation, and discovery of talents that may be vocationally guided. Furthermore a play is not, as might be superficially thought, an activity limited to or affecting only the members of the cast. On the contrary it is highly important to and dependent upon several times the number of students who appear before the footlights. In ensuing paragraphs the variety of talents and personalities affected, as well as the methods by which their growth has been approached, will be outlined.

The cast, the core of a play, in losing themselves in a cooperative undertaking, find themselves. They do so by discovering their ability to memorize, to interpret, to imagine, to visualize. They do so by gaining poise through bearing, voice training, diction, and enunciation. They do so by hard work, punctuality, and loyalty to a job, a school, a group, and a director. They do so by learning to accept suggestions, carry out assignments, and adapt themselves to the role they have, however minor it may be. In the process they develop abilities of which they were unaware, have a good time, and not infrequently discover a lasting interest in the theater that may possibly lead them to enter the field as students, teachers, actors, or playwrights instead of seeking the more familiar professions into which they might drift with neither success nor happiness. If they don't select drama as a vocation, they are likely to turn to it as an avocation for enriching leisure.

Next to the cast in the amount

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of work done, and equal to it in responsibility for smoothness of performance is the stage crew. This group is usually composed of students whose aptitudes and interests are much different from those of the actors. Frequently the most reliable stage managers, electricians, and scene-builders have little skill with books; but behind scenes they learn to see relationship between printed lines, spoken words, and an eighteenth century drawing room; period furniture, and effective lighting. In transporting school scenery and borrowed property, in organizing their equipment; assigning specific tasks; and assuming responsibility for a job so that work may be accomplished efficiently and economically they gain practical experience in carrying a project to completion, acquire respect for community property, see tangible results from their efforts, and learn to respect the work of others. Moreover in personality development this dramatic experience is of extraordinary value to the less book-minded students; for they have had engendered a feeling of self-distrust, inadequacy. Their good-student associates have shone in class; their athletic friends, in games; the poor students have shone not at all. Being part of a major activity, however, they have gained confidence in themselves, and won praise from their associates.

When the usual stage crew of boys has been augmented by a property mistress, and three or four girls to select furniture, small properties, and arrange the setting, the girls, too, derive educational and broadening experience similar to that afforded to boys.

To the commercial students a play offers limitless opportunities for ticket selling; financial records; setting up, typing, and mimeographing programs; answering phones courteously and efficiently; meeting business appointments graciously; and aiding with business correspondence. Advertising, too, is an open field.

For artistic students there are posters to be made, advertising displays to be arranged, and scenery to be built or painted.

But there are still other students who are not absorbed by any of the foregoing phases of play production. Given a chance, however, many of these less spectacular people prove to have exceptional success in selling tickets. Frequently, too, they are affable, courteous, and responsible ushers who greet the public well and with enjoyment. Hostesses, entertainers, airplane stewardesses, office managers, and public relations counsellors of the future? Quite possible.

Unfortunately only a few schools develop as they could the potentialities of the exceptional student who, too often, has no part in any activity outside the classroom. These students should be drawn into dramatics if possible, because they need the assurance and social ease public performance gives. However a shyness or too close attention to books often makes them reluctant to undertake the activity. It would seem that under skillful guidance these quiet scholars might be induced to utilize their ability in writing by being given supervision of publicity in the press. Being accustomed to careful and thorough preparation of written work these students might supply the essential well-ordered, accurate newspaper notices so sadly lacking before an otherwise well organized performance. By such motivation the retiring student would be brought into contact with schoolmates, teachers, and citizens; get the lift that seeing one's work in print gives; catch a glimpse of newspaper offices and methods; and perhaps be directed toward further self expression in creative writing for business or pleasure.

Lastly there is an organized and talented group that adds to the final performance. Any audience welcomes the contribution the school orchestra makes. And any school musician plays just a bit better if he has an audience. He likes to be a part of a public performance; he endures rehearsals more cheerfully, practices more faithfully, because he knows that there will be occasions when an auditorium will hush as the leader raises a baton and the music begins.

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In the school which inspired this article experiment in making the play a school rather than a class activity has been carried on over a period of years. Although the organization is not yet complete, each year sees progress toward the goal. During the period in which this project has been undertaken eleven plays have been given. All have been plays with a recognized professional record; two have been standard eighteenth century English comedies.

Three complete sets of scenery have been made; two back drops designed and painted. The work was done by students directed by the woman member of the faculty in charge of stage setting.

The enrollment of the school, located in a small rural-industrial Maine town, is 195. Of this number 75 students were in some way concerned in the production of *The Rivals* on December 2, 1938. The activities were as follows:

Cast	14
Stage crew (boys)	7
Stage crew (girls)	5
Property mistress	1
Property mistress assistant	1
Prompter	1
Box Office	2
Ticket Sellers	6
Publicity	1
Advertising	11
Ushers	8
Ticket takers	2
Orchestra	16

Reviewing the diversity of student interests upon which a school play in a small school may draw, it seems that no other activity can contribute more toward the development of integrated, poised, and pleasing personalities; the evolution of well adjusted, cooperative participants in group undertakings; and the discovery of aptitudes and interests which may be so directed that the possessors may be guided in the direction most likely to produce the useful, happy life of congenial work and enriched leisure. There is but one caution: the play chosen should be of artistic and literary worth. To put time, effort, and ability to the service of a shoddy piece is wasteful and wrong; and for the establishment of any ideals or standards worse than useless. The school has at its command the greatest of natural resources, human beings. That potential power should be used only for the best ends. The school has a responsibility not only for the standards of the present student, but also for the tastes of the future citizen.

No Pace-Setter

By C. Leo. Montibello

I BELIEVE that honest publicity has a definite place in education. In fact, it is an asset. There is no gainsaying this. But when certain accredited leaders in the profession make spurious claims, holding themselves up as trail blazers along educational lanes, when, in truth, they are merely followers, and, apparently, poor ones at that, they should be brought to account. They are over-stepping the bounds of legitimate publicity.

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I refer specifically to a statement that recently made newspaper columns from coast to coast. And, more surprising, this statement was made by a superintendent who, from all evidence, should have known better. He said, in effect, that he was going to dignify ditch digging. Personally, I have never noticed ditch diggers being singled out for abuse. The statement, as reported, was an indictment of America's systems of education. It implied that they are failing in the job of making good citizens. Fortunately, this situation has not arisen, for school children are at an early age taught the values of the various occupations. They do not regard them with scorn or contempt. On the contrary, they respect them. And why not? For example, the parts played by the farmer, the grocer, the clerk, the milkman, the fireman, the nurse, the soldier, the doctor, the gasoline station attendant, the engineer, the ditch digger, et cetera, are explained to the youngsters. The contributions made by the man or woman engaged in any of the many industrial, commercial, social, or professional pursuits are in no way neglected. Their worth and importance are stressed.

The foregoing is accomplished in various ways. Field trips are not foreign to the pupils. They

Continued on page 214

Building Better Study Habits

CHARLES EDGAR FINCH
Rochester, New York

—9—

Socializing the Oral Period

THE so-called socialized recitation is a self-contradictory term. It suggests an attempt to put new life into an old teaching device. The formal plan that has been used in so many schools merely substitutes for the teacher a class chairman who copies the question-and-answer method that the teacher has used. Socializing the oral period is quite a different matter. It begins with a carefully planned and very definite assignment bearing directly upon the subject matter to be considered. Next comes some well-directed silent study by the students, thus assuring a worthwhile presentation when they are given a chance to express themselves in the oral period. In due time the wise teacher will find ways to furnish material that will make abstract and general statements concrete and meaningful. He will know how and when to suggest additional sources of information, and he will evaluate the contributions of the students in a way that emphasizes essential facts. Above all he will have, as a part of his philosophy of education, the conviction that each pupil has a right as well as an unavoidable obligation to contribute his part to the classroom activities.

Some of the indications of a successful oral period may be listed as follows:

1. The questions and topics used in the assignment will be carefully planned with a view to provoking thought and stimulating discussion.
2. The pupils will be prepared to defend their statements with references to sources of information consulted during the study period.
3. The teacher will act as group leader, but the pupils will do the work. They will be active citizens in the school community, not passive subjects.
4. There will be ample evidence of individual investigation, reading, and research.
5. A spirit of inquiry coupled with a respect for and a desire to know the truth will be apparent.
6. Pupils will *discuss* the topics assigned rather than recite upon them.
7. Under the give-and-take plan of the socialized oral period, pupils will begin to learn the necessity of tolerance for ideas and movements that are not always in accord with their own thinking.
8. Rightly guided by the teacher, the pupils will offer criticism kindly and accept it graciously.
9. Thoughtful and worth-while questions will be raised during the discussion.
10. There will be some response on the part of every pupil in the class.

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That this type of work stimulates thought and arouses interest will be apparent. It will also be noted that discussions begun at school are continued on the street and at home. It is interesting to observe how such discussion gradually brings about revised opinions and changed points of view. It is a revelation to some pupils to find that school books have things in them that are related to real questions in everyday life and help in solving problems. Moreover, work of the type we have been discussing is a very definite step in the direction of training citizens who will be governed in their actions by a thoughtful consideration of questions rather than by mere impulse—citizens whose acts will be the result of careful thinking rather than personal prejudice.

To any observer who makes a careful study of the way in which the oral period is used in many schools, appalling waste of time and effort will be apparent. Building better study habits is one very definite way to increase the efficiency of both the silent and the oral period. The plan we have been considering tends to stimulate each student to work at full capacity upon subject matter that is worth while. Helping one pupil at a time while all the others are idle is no longer necessary. The waste of the one-at-a-time-question-and-answer method is eliminated and the teacher no longer tells the class what the pupils should discover for themselves or some of the brighter pupils should contribute. The teacher finds out what the students know and utilizes it, thus avoiding unnecessary over-teaching. He loses no time in trying to get from the pupils something which they do not know or cannot reason out, and he is not tricked into letting one answer suggest another question until he is lost in a maze of irrelevant details.

This type of work is not without its dangers and difficulties. Bright pupils may talk too much and so monopolize the discussion. The timid and lazy may be overlooked. The discussion may not be properly directed, and non-essentials may be overemphasized. Opinion must not be substituted for facts. Wandering from the point must be avoided as far as possible, and there must not be more heat than light. The new freedom must not lead to confusion and it will not if the whole matter is skillfully handled by the teacher. A careful summary of each discussion is most essential. Sometimes this summary will be a co-operative piece of work, teacher and pupils working together and the summary taking the outline form. At other times a brief summary by the teacher will prove more effective. In neither case will it mean that all the questions will be definitely settled any more than they are in real life. Difficult as this work may seem, it is well worth the time, effort, and thought required to obtain successful results.

In work of the socialized type, deferred returns give way to present values. Democracy enters the classroom and becomes a way of learning—a factor in making our hopes for education come true. Under this plan is developed a student response that makes for thought and action, so essential to our living and working together successfully. Socializing school work in the manner we have been discussing helps to make a real democracy of the school, a place where the value of co-operative activity is demonstrated by means of actual experiences in co-operation. Only in free forum experiences, such as the socialized oral period may readily provide, can our students be expected to learn the necessity of toleration for ideas that are contrary to their own habits of thought—ideas that may prove most essential in enabling them to adapt themselves to our rapidly changing social and economic life. Under this plan student participation is no longer reserved for the so-called extra-curricular activities, but becomes a vital part of the regular work of the classroom. Through such activities the teacher finds an opportunity to cultivate in every pupil a sense of personal responsibility for the welfare of the community in which he lives and to develop an attitude of moral thoughtfulness that should result in worth-while citizenship ideals. Such a program provides opportunities to weigh facts and judge relative values thus aiding in the development of that most desirable citizenship trait known as good judgment. We have come to believe that right action depends quite as much upon this as upon information, interest, and the will to do. Actual home, school, and community situations—properly related to the work of the classroom—offer an unusual combination for training in good citizenship.

The success of any attempt to give social significance to the process of education and to make it a vital part of the life of the growing child depends to a large extent upon the ability of teachers to sense the true meaning of such factors as the socialized oral period, student participation, directed study, co-operative effort, and free forum discussion. Teachers who have caught the real spirit of this movement will not play the part of autocrats compelling submissive subjects to accept whatever is provided for them, but they will endeavor to stimulate in every student that desirable self-activity which is the key-note of true education. Their teaching efforts will be constantly and consistently related to everyday life and will have a tang of reality about them that stimulates interest and enthusiasm. Such teachers will strive to make their pupils think rather than passively accept the thoughts of others. They will neither force their conclusions upon their students nor expect the students to feel and see the same things that they feel and see. They will realize that democracy demands young people who have been taught to live socially, morally, creatively, constructively, and responsibly. These teachers will be better planners because they realize their responsibility as leaders and guides. They will work with their pupils rather than for them, always ready to reach out a steadying hand when it is needed. For such work neither educational theories nor well-planned courses of study will suffice. Only as teachers get the new point of view, catch the true spirit of the movement, and are fired by a lasting enthusiasm for the highest ideals can we even dare to hope that our schools will do their full share in making the American dream come true.

It is good to be a teacher—not easy, not lucrative, not romantic, but good. If one wishes to give his life to what is fine, no vocation offers greater opportunities than teaching.

Some vocations deal with dull and petty and fleeting things. Teaching deals with shining childhood, with the greatness of human growth, with the lasting things of the spirit. The successful teacher is a builder of cathedrals, rather than of houses of clay.

The materials with which the teacher works are youth, an ever-changing body of knowledge, a constantly broadening professional equipment and never-static social conditions. What vocation offers more incentivees to that personal growth which goes to make up successful living?

—*Massachusetts Teacher.*

Educational Horizons

By Randall R. Penhale
Principal, Iron River High School, Iron River, Michigan

AS THIS the last of our first series of monthly visits with you, a word of sincere farewell for the summer is in order.

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The University of Rochester has a plan for its honor students which can be briefly summed up: No grades, no examinations, no compulsory class attendance! Tutorial study similar to the well established English system will characterize a student's life in his last three years. The only hurdle to pass is a set of exams at the end of the senior year. . . . Consumer education seems definitely on the horizon. Miss Winona McGuire, in the March issue of *The Balance Sheet* says, "A truly functional program which educates for daily living must enable the pupils to acquire the knowledges, habits, and the attitudes which will equip them for sound economic living. . . . It is difficult to explain why the consumer and consumer education have been neglected so long."

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It is interesting to note the extent to which golf has been taken in as a regular feature of athletic programs. At Peoria, Illinois, Mr. Carroll Bockwitz, mathematic instructor, is responsible for the popularization of the game. One state championship (1938) as well as conference and city titles and occasional demonstrations by such golf experts as Horton Smith explain perhaps some of Peoria's enthusiasm. Johnny Hayes, pro at an Iron Rock, New Jersey, course is likewise encouraging high school students to take up golfing as a leisure time occupation. Other schools and colleges might be mentioned, including Ohio state and Yale University, but Culver Military Academy's program is one of the oldest.

College students interested in foreign travel are again being urged by the Institute of International Education (2 West 45th St., New York) to plan to spend their "Junior Year Abroad." The University College of the South West of England is among the first to advertise its special features. . . . A word of caution comes from Dr. Helmat Landsberg, assistant professor of geophysics at Pennsylvania State College, lest we suffer from sunburn. "Even with an overcast sky," Dr. Landsberg states, "an amount of ultraviolet radiation is received that within two hours leads to an erythema (abnormal redness of the skin)." Moral: Don't go outdoors clad in your favorite bathing costume even if the sky is overcast—unless you are determined to be sunburned. . . . Those of us who regularly frequent summer schools doubtlessly will return to our favorite havens of rest (?) and study. In an effort to popularize the Far North West, the state University at Missoula, Montana, is leaving no stone unturned. . . . One thousand Michigan high school boys will spend four weeks in citizen's military training camps at Camp Custer and 1300 Upper Peninsula youths have already signed up at Fort Brady. A round trip ticket, healthful outdoor life, food, clothing, shelter, all at government expense; the trainees can hardly help returning to school in the fall as better citizens. What has been said of the two Michigan camps prevails in a hundred others scattered over a score of states.

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Limelight this month glows brilliantly on twelve year old June Alise Brunk whose parents own a traveling tent show. In six years she has matriculated at 250 schools in nine states. Strangely enough, her report cards reveal few, if any, absences from school and consistently good grades. . . . Perhaps the youngest baccalaureate speaker this year is seventeen year old Wallace Callaway of Murfreesboro, Arkansas. He is class valedictorian and a licensed local preacher of the Methodist church.

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President Thomas N. Barrows of Lawrence College (Appleton, Wisconsin) is presumably the only prexy who coaches a varsity tennis team. . . . Music critics continue to acclaim the world famous choir of St. Olaf College (Minnesota). Chief credit belongs to its great director, Dr. F. Melius Christiansen. . . . Herman Biringer of Cleveland has for the past three years directed a symphony orchestra of thirty-five boys and girls ranging from nine to twelve years of age. . . . Headlines were given to the recent announcement that 186 teachers in the vicinity of Shamoken, Pennsylvania, had quit their classrooms because they had been unpaid for several months. More than 50% of the teachers are now on relief; many have resorted to bootlegging coal. Arrangements are underway for the thirty five prospective graduates to complete their studies in more fortunate neighboring communities.

While this page has not been set up primarily to review books, when a good one comes to our desk, we do not hesitate to commend it to others. Such a book is "A Manual on The Evaluation of Student Reactions in Secondary Schools" by Byran and Yntema of Western State Teachers' College at Kalamazoo, Michigan. By means of various tests, samples of which are contained in the Manual, any secondary school teacher should be able to get reliable information directly from the students concerning their reactions to materials taught, the teacher's personality and behavior, and the procedures used. In these days of curriculum revision, such a workbook should be on each teacher's and administrator's desk.

▼

As this epistle draws to a close, a request comes that we urge high school and college graduates to lose no time getting social security account numbers. Most employers, it is pointed out, insist that new employees show their numbers before commencing work. Dean William H. Carson of the University of Oklahoma says employment possibilities this spring are the best in ten years. A hopeful note, we admit,—and we hope it's true!

All in the Day's Work

Everett V. Perkins
Principal of Cony High School
Augusta, Maine

Her Success Secret

"I don't want to leave that teacher," a big boy said to me as I was trying to readjust his schedule so that he could take subjects enough to graduate. "She is one of the best teachers I ever had."

"She surely is interesting you boys in English," I remarked. "She has splendid order, too. I don't know how she gets it. She is so short that when she stands before the class her head is about on a level with the heads of you boys, who are sitting. When she came to us last fall I hesitated to give her a large class of senior boys in a subject that most fellows find dull. But she is getting pretty close to a hundred per cent cooperation. Tell me how she does it."

"I guess that her success is due mostly to two things," the boy replied. "She is always ready to help us and she never gets mad."

It is hard to find the secret of good school discipline. It certainly has little to do with physical traits. I have seen big men have trouble with little girls in small classes and here is a small woman who hasn't the least difficulty in managing a large class of big boys. I think that what the lad told me today in the office is a pretty good explanation of her success.

Intra-Mural Visitation

"That was one of the best teachers' conferences we have ever had," remarked a colleague as a group broke up.

This conference had been an echo meeting. Our teachers had been asked to relate some of the ideas they had picked up in a recent teacher visitation project here *in our own school*. Many times in the past we have arranged for teachers to visit other school systems but we never before have carried out a plan by which our teachers have gone to see the work of one other.

According to our arrangement all teachers visited two of their colleagues. A schedule was drawn up and the project was carried on for several weeks. My part was to arrange the details and, if necessary, to take the teacher's place in classroom or study hall during the time she was absent.

Some teachers went to see what their students were doing in other classes. Some visited other divisions of their own subjects. Some observed work that was closely related to what they themselves were doing.

At the echo meeting each teacher told briefly of the benefits received from the project. Methods of instruction, different types of students, assignments, correlation of subject matter,—these were some of the topics on which help was gained from the visitations.

We heard in the meeting comments like these: "I learned that I don't have to shout in order to be heard." "I found out that a teacher has a better hold on the class if she changes her position in the room from time to time." "General course students require more explanation than academic students do."

Administrators make a big point of sending their teachers away somewhere to visit in other schools. I believe that often the benefits would be as great if the teachers visited one another in their own school system.

The uniqueness of democracy lies in the fact that indoctrination or inculcation would defeat its own purpose. Something must happen to the pupil other than the docile acceptance of a point of view. This something is a quality of mind and heart, which is sought through a process of continuous reorganization of outlook or way of life.—*Boyd H. Bode*

The News Digest SECTION

School Lag Seen In Aviation

Harrisburg, Penn.—"Findings of a national survey of aviation in our high schools and colleges throughout the country indicate that the aviation industry may be outdistancing the schools," Dr. Lester K. Ade, Pennsylvania Superintendent of Public Instruction, said recently.

Despite the interest of high school pupils and college students in the study of aviation, the prohibitive cost of equipment and instruction has confined the number of courses to 130 high schools and 109 colleges and universities. Forty-three thousand students are enrolled in these programs.

Questionnaires and letters received from more than 12,000 high schools and colleges in the survey reveal that 25,000 boys and girls are members of aviation clubs in high schools, but that only 7,000 are actually studying in technical and vocational courses.

The principal activities in these aviation clubs are the making of scale-model, rubber-powered model and gas model planes, model plane flying, discussion of principles of flight and study of aviation events.

Although more than 1,000 schools have some equipment for aviation activity, only 200 use aircraft engines for study purposes, and fewer than 100 actually have airplanes.

Teachers Are Urged To Balk Propaganda

Albany, N. Y.—Senator Desmond, speaking at the luncheon of the State Federation of Teachers Unions urged the teachers to help preserve democracy by developing the reasoning powers of their students. He also asked them to take the lead in stamping out intolerance.

"The rise of dictatorships makes it necessary for us to re-examine our republican institutions," he said.

Declaring that teachers must fight dangerous propaganda, he went on:

"We must realize that propaganda can be as potent as bullets in destroying a nation and the institutions and ideals which it values. Fascists and Communists, already expert in propaganda dissemination, can be blocked by a school system alert to its duties and obligations.

PACIFIC COAST WILL WELCOME NATION'S SCHOOLFOLK JULY 2-6

San Francisco, Cal.—The convention pendulum of the National Education Association swings to the Pacific Coast, this summer, as the organization prepares to hold one of its greatest annual gatherings at the Golden Gate, July 2 to 6. While counting on the International Exposition here to swell the registration of delegates and members, President Reuben T. Shaw has realized the importance of putting on an enticing educational program if he is to restrain his flock from running out to Treasure Island. He has accepted the challenge and concocted a specially alluring menu.

Hotel reservations can be arranged by corresponding with Chairman of the N.E.A. Housing Committee, 200 Exposition Auditorium, San Francisco.

For program and other information write to Secretary Willard E. Givens of the National Education Association at 1201 16th Street N.W., Washington, D. C.

Students Draft Subway Etiquette

New York.—Hunter College students, who spend an average of 1,650 hours in subway travel during their four years at college, drafted a subway etiquette code recently.

The code does not insist that a man surrender his seat to a woman simply because she is a woman, but it does ask all subterranean commuters to speak softly, refrain from pushing, spreading newspapers over others' laps, taking a seat and a half, leaning against persons, traveling with children in rush hours and, in general, from being pointedly conspicuous.

Faculty Shares Outside Activity

Lincoln, Neb.—Chancellor B. F. Schwartz took a look out the window and decided the time was ripe for a little extra-curricular "physical education" for Nebraska Wesleyan students.

He dismissed classes and put the students to work pulling dandelions on the campus so the green carpet would look better for commencement.

Yes, the chancellor and faculty did their share.

Mass. State to Teach Horseshoe Pitching

Amherst, Mass. — Golf, tennis, hiking, and pitching the lowly horseshoe will be part of the "laboratory work" in a new course offered this year in the Massachusetts State College Summer school which begins July 3.

The course, which is designed to train teachers who may be called upon to lead recreational activities of young people, will include a study of the function of play, program planning for community recreation and modern theory of physical education.

In order to gain familiarity with basic techniques of games used in recreational programs, the students will play golf, tennis, badminton, soft ball, lawn bowls, archery, and horseshoe pitching under direction of members of the physical education staff. Swimming and hiking will also be on the program.

Summer Schools Have Two Rivals

Falls City, Neb.—The New York and San Francisco World's Fairs are definitely educational. The Falls City School Board says so. The Board made it official by ruling that any Falls City teacher attending either fair instead of going to summer school will receive the regular summer school credit.

BLAMES "JUMBLED AUTHORITY" FOR MISHANDLING OF CHICAGO SCHOOLS

CHICAGO.—Abolish school boards and let Mayor or City Manager take full responsibility for the schools by appointment of the Superintendent, advises John Albert Vieg, of Iowa State College, in a book just published by the University of Chicago Press.

Out of a thorough study of Chicago's experience with an appointed school board, originally intended to be separated from politics, Professor Vieg comes to the conclusion that there has actually been no such separation and that the answer is to bring the schools openly and legally under the political head of the city. Do not try to build a wall around the schools to keep out politics, he advises citizens, but spend your efforts to get better municipal administration, and the schools will benefit in proportion to your success.

On the jacket of Professor Vieg's book, "The Government of Education in Metropolitan Chicago," is printed a one-sentence summary of his argument: "Education is not so unique a function in American democracy that it must be handled apart from other services of government."

"Education" he concludes, "cannot be protected from politics; it can be protected only through clean politics."

As things now stand in the Chicago region, it is difficult to hold anybody responsible for educational policy, this writer contends. This situation exists, he says, because of "the jumbled authority, split among the president of the board, board members, superintendent, school business manager, school attorney, and mayor."

Adoption of council-manager government, he thinks, would be a long step toward better schools.

An Audiometers Census

WASHINGTON, D. C.—The American Society for the Hard of Hearing makes annual surveys of the work done in public, private, and parochial schools for the detection of impaired hearing and the prevention of deafness. That the surveys may be as nearly accurate as possible, the Society desires a complete list of all school or health authorities, or other groups, or individuals, who own audiometers for group testing. Whether or not the audiometers are being used at the present time, will all owners please send a card or note to the Chairman of the Committee on Hard of Hearing Children, Dr. Warren H. Gardner, Alpha Hall, Bloomington, Ind., and give the name and type of the audiometer, when purchased, when it was last used, or whether it is now in use?

Tutor Schools Called Mockery

CAMBRIDGE, MASS.—The *Harvard Crimson*, in a front page editorial, charged that tutoring schools were "making a mockery of a Harvard education, a lie of a Harvard diploma" and asserted that examination questions had been "stolen in advance by academic hijackers."

Tutoring was defined by the editors "as a method of passing courses without working, without thinking, without learning," and it was stated that "Harvard's position is unique in the collegiate scene when it comes to the high-pressure tactics, the money-magnetic propensities, the universally rotten influence of her tutors."

The *Crimson* sharply criticized the Harvard faculty for allegedly condoning the system and announced its purpose was to exterminate the schools. According to the editorial, parents also condoned the schools and one tutor had boasted "his position was impregnable since he tutored sons of the corporation."

He Brought Plane Back

RALEIGH, N. C.—North Carolina couldn't get the original Wright plane back from England (where it was sent because of a dispute), but James R. Huntley, student at N. C. State College, Raleigh, N. C., built a model of it which experts declare is perfect. It took the engineering student three months to collect original specifications, drawings and photographs of the airplane which flew at Kitty Hawk, N. C., in 1903, and it took him 200 hours to construct the model one-tenth actual size. It will be displayed in the North Carolina exhibit at the World's Fair. Huntley works his way through college by making painstaking models such as this.

Place Friendships Above Studies

NORMAN, OKLA.—Their principal purpose in coming to the university was to "make friendships," 313 of the 333 freshmen women at Oklahoma university said recently in a questionnaire.

Second most important reason was to "learn how to study" and third to "become more self-reliant."

Far down in eighth place was the husband-hunting motive, jotted down as the "make friends with men" purpose on the questionnaire.

Institute of World Relations

WELLESLEY, MASS.—Robert Ulich, professor education at Harvard University, will lecture on "Education for Democracy" at the eighth annual conference of the New England Institute of International Relations, to be held at Wellesley College, from June 27 to July 7.

Based on "What Foreign Policy for America?", the general conference topic, round tables, lectures, and informal discussion groups will be conducted on major economic issues involved in the struggle for world peace, military and naval policy, Near East and Far East problems, and Fascist penetration in Latin America.

Included on the Institute faculty will be Hans Kohn, professor of modern European history at Smith College; George H. Blakeslee, professor of history and international relations at Clark University; William A. Orton, professor of economics at Smith College, and Norman Thomas, socialist.

Teachers and students have formed a large percentage of the enrollment in the Institute during past sessions. Headquarters for registration are at Longfellow Park, Cambridge.

Educator Chides New York on Schools

NEW YORK, N. Y.—With a rigid system of Regents examinations, a prescribed curriculum, marks and reports, "New York State's educational machinery literally creates personality problems wholesale" among school children, Dr. William Heard Kilpatrick, professor emeritus of education in Teachers College, Columbia University, declared recently.

Not only in this State, but in a great majority of school systems throughout the country, he said, the problem of the pupil's personality adjustment is receiving inadequate treatment. The failure of most schools and teacher-training institutions to meet the problem, he added, is a "cultural lag."

Non-Saluters Are Sentenced

GREENFIELD, MASS.—Three Deerfield children who have refused to salute the American flag were adjudged "habitual school offenders" recently and sentenced to the Hampden county training school at Springfield.

The children, William Johnson, 12, and his sisters, Dorothy, 11, and Gloria, 8, members of the religious sect, Jehovah's Witnesses, appealed.

Their counsel, Olin R. Moyle of Brooklyn, N. Y., said the cases would be carried eventually to the Supreme Court, which already has ruled once against the children's right to refuse to give the required salute.

The young defendants have refused to salute the flag on religious grounds. Their father has taught them that the government of Jehovah has been established in accordance with scriptural prophecy and that they should swear allegiance to no other.

The training school at Springfield is maintained by Hampden county and also is used by Franklin county for the housing of habitual truants or other school offenders.

The children were unable to show satisfactory cause why they should not be punished for their defiance of the nation's highest court in refusing to obey Massachusetts' compulsory flag salute law.

Green Glass "Blackboards"

WINOOSKI, VERMONT. — Glass blackboards, one of the newest products developed by flat glass engineers, have been installed in the new school building here. Oddly enough, the Winooski "blackboards" are green. They are believed to be the first installation of glass writing surfaces in the State of Vermont.

School authorities report that they selected this modern equipment because of its permanence, velvet finish and non-glare writing surface.

The writing surface of the glass "blackboards" is ground uniformly and treated to produce a surface of even, pleasant "feel," on which chalk marks stand out in bold relief even when viewed from acute angles. The velvet surface reduces eye-strain by eliminating mirror-like glare.

These "blackboards" are permanent and easily cleaned, and never will require refinishing, according to glass technicians.

Institute for Social Progress

WELLESLEY, MASS. — "How Can We Make Democracy Work?" is the question which will draw men and women from all over the United States to live at the Summer Institute for Social Progress at Wellesley College, Mass., this July 8th to 22nd. Here teachers can exchange views with business men, factory workers and farmers.

Dr. John Stewart Burgess will serve as chairman of the conference leaders. Able experts in economics and politics from a number of colleges will lecture on vital current issues and lead the members to discuss them in small groups recruited to represent a cross-section of society.

Those interested in combining a two weeks' intensive course in the essentials of a democratic social order with all the vacation advantages of the beautiful country campus of Wellesley College on Lake Waban, Mass., should send for a program. Address Dorothy P. Hill, Director, Summer Institute at Wellesley, 22 Oakland Place, Buffalo, N. Y.

Skies Clear for N. Dakota College

FARGO, N. DAK.—The North Central Association, meeting in Chicago, has re-accredited the North Dakota Agricultural College which had been dropped from its list for unsatisfactory conditions, following a much publicized dismissal of seven faculty members in July, 1937.

The Board of Administration of North Dakota has issued a statement clearing the names of the seven members of the staff who were dismissed without hearing, and recommending their reemployment as openings may occur.

President Frank L. Eversull of the college is greatly pleased that a way has been found to adjust the unfortunate situation and clear the name of the institution, and the individuals concerned.

SCHOOL PAY RISES ARE HINTED FOR NATION IN NEXT FEW YEARS

WASHINGTON.—City school teachers will find certain signs to hearten them in the trends revealed in the new research bulletin, "Salaries of School Employes, 1938-39," issued by the National Education Association.

"If present trends continue, the next biennial survey in 1940-41 should show general salary levels equal to or possibly even better than those prevailing a decade ago," Willard E. Givens, executive secretary of the association, declared in the foreword to the bulletin on the ninth biennial survey of salaries of city school employes.

He points out that "the general conclusion to be drawn from the present survey is that average salaries for most types of positions continue to move toward the point which they held prior to the depression."

However, he calls attention to "the greatest lag," which in 1938-39, as in 1936-37, "continues to be in the smaller communities."

The extent to which salaries of school employes in cities of more than 100,000 population have recovered from the depression is reflected in a table on median salaries, summed up in this statement:

"In practically every type of position in cities of this size the 1938-1939 salaries are higher than those of 1936-37, and in most cases they exceed those of 1932-33."

Tables on median salaries in cities in other population groups "also show an upward trend for 1938-39. But the salaries continue in most cases to be lower than those for 1930-31."

As for rural teachers' salaries, Dr. Givens points out:

"The data supplied by State departments with regard to rural teachers' salaries, as well as the report of the Committee on the Economic Status of the Rural Teacher, remind us of the deplorable conditions existing in many rural areas. These facts should be placed before State Legislatures, school boards and lay organizations with the expectations that appropriate improvements will be forthcoming."

ALL GERMAN CHILDREN "DRAFTED" FOR HITLER YOUTH MOVEMENT

BERLIN.—Ten million German boys and girls between 10 and 18 years became part of the Nazi compulsory training school, the Hitler Youth Organization, on Chancellor Hitler's 50th birthday anniversary last month, according to a Government decree.

Nazi leaders strengthened their hold on the nation's youth by ordering compulsory membership in the organization, which gives instruction in Nazi principles and pre-military training.

Eight million already were voluntary members, so the net increase was about 2,000,000.

The training from a tender age will be on the same basis as the labor service and military training, which boys will go through consecutively. German boys will be obliged to serve eight years in the Hitler Youth, then six months in the labor service on farms or government work projects and two years in the army.

After leaving the army, men are enlisted in reserve units and in one of the Nazi Party's many affiliated organizations. Almost from the cradle to the grave they are under state tutelage.

In 1938 there were 5,094,000 boys and 4,948,000 girls in old Germany and Austria between 10 and 18 years.

Hitler decreed that every child must present himself to Hitler Youth leaders before March 15 of the year he completes his tenth year, with service to begin the following April 20.

Failure to enroll is punishable by a prison term, a fine, or both.

Full powers to direct the youth as the Fuehrer wishes were given 32-year-old Baldor von Schirach, the Reich's youth leader. Except for the training in the home and school, he will have complete control of the "bodily, spiritual and moral instruction" of the young people.

German children living abroad were exempt from the training. (No mention was made of Jewish children, whom anti-Jewish regulations have relegated to the status of subjects.

Harvard Calls Blind Scholar

BERKELEY, CALIF.—When Jacobus tenBroek, 27, brilliant blind law graduate of the University of California, goes to Harvard this fall on one of the much-coveted Brandeis research fellowships, he will take with him "his eyes."

These eyes are those of his wife. He has never seen a law book, except through Braille transcriptions, but has become an authority on constitutional law. He was accorded the Brandeis fellowship by invitation and not by application in a nationwide competition.

The 1939-40 fellowship at Harvard carries with it a stipend of $2300 in addition to tuition and it will advance the young Berkeley family one step farther toward the goal set by the husband.

Dr. H. A. Hamilton

ELMIRA, N. Y.—Death has ended the labors but not the influence of Dr. H. Adelbert Hamilton, Vice President and Professor of Classical Philology at Elmira College. Dr. Hamilton had taught in this institution forty years and was a great source of inspiration to all who knew him. His weekly talks on current affairs and life problems at the reformatory here were a potent factor in the work of that institution. Music was his hobby.

Dean Whitcomb

HIRAM, OHIO. — Commencement season at Hiram College is saddened by the sudden death of Dean Ward W. Whitcomb from a rapidly developing brain affection. Dr. Whitcomb gave unsparingly of his time and energy to the students and was an ardent supporter of the Hiram plan of intensive study. JOURNAL readers will recall his article on that subject in the issue for March 1938.

'39 Camp Opportunities!

Teachers interested in immediate appointments as school representatives or counselors for three well-known camps (Boys, girls, and adults) are invited to write to

MR. or MRS. HERBERT W. LORENZ
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Washington Visited by 103 From Maine High School

By ELNA POLLOCK

Cony High School Senior

AUGUSTA, MAINE.—On Saturday, April 28, a group of 103 people, mostly students from Cony High School, left this city on the Annual Washington pilgrimage which is conducted by Principal and Mrs. Everett V. Perkins.

The group this year was the largest group ever. The itinerary was full and strenuous but educational and interesting. After a sight-seeing trip in Boston, the party took the boat to New York. On Sunday morning they took the Baltimore and Ohio Railroad in two special air-conditioned coaches and arrived in the Nation's capital that evening. There visits to the Smithsonion Institute and Lincoln Memorial were made. In the three days that followed, the party saw the Congressional Library, Congress in session, the White House, Washington Monument, Mount Vernon, General Lee's home, and also some of history's important places in Alexandria. Recreational time was plentiful, and an amazing amount of knowledge of their country was crammed into these young minds in limited time.

Thursday was spent at the New York World's Fair. This featured a tour of the grounds, and a free afternoon to see one's own particular interests in this gigantic spectacle.

Friday the boys and girls had tickets to Radio City Music Hall.

That afternoon the boat carried the tired but happy people back to Boston, and from Boston's North Station they took the train home, arriving with a feeling of greater worldliness, and a greater knowledge of their country.

Each student pays his own fare for this trip—about sixty dollars. This sum includes meals, transportation, hotel rooms, and admission to the World's fair. Every essential is provided for except spending money.

Mr. Perkins has one more chaperone besides his wife, and that is his secretary, Mrs. John Conant. All three of them are dearly loved by each student. Friendly cooperation is the byword of the trip. Everyone tries to help keep things organized, and they do.

The trip is principally for seniors, but underclassmen and a small group of alumni and friends come along, too.

Cony offers many fine opportunities for the development of its students, and the Washington trip is one of the chief.

Pupils Write Poems And Music

ATLANTA,. GA. — Nine-year olds here are learning music by composing it—and their teacher recommends the method as a sure-fire way to prevent music lesson boredom.

Mrs. Blanche Threatte, who is using the plan on 50 third-graders at a public school, says her pupils' quick grasp of song technique and their talent for musical expression and interpretation have amazed experts.

Writing poems and setting them to music often is spontaneous and may occur whenever a poetic mood strikes the group, she says.

"The coming of spring," the teacher explains, "may start an outburst of poetry writing. Or the group may begin talking about birds and decide to write songs about them.

"Children of this age," Mrs. Threattle discovered, "are natural musicians. Their artistic choice of tunes is astonishing and they never have any trouble carrying the tune harmoniously.

Newburyport High Discards Caps, Gowns

NEWBURYPORT, MASS. — Caps and gowns will not be worn by the graduating class of the Newburyport High School. The students made this decision at a class meeting. Caps and gowns were worn by the graduating class last year after it was argued that parents would be saved the expense of purchasing new attire for their children to wear at the exercises. However, it was found that the cost to the parents was not lessened and there also was some feeling that caps and gowns should not be worn by high school students.

Shipman Principal Of Belmont High

BELMONT, MASS. — The Belmont school committee, in executive session, appointed Wayne Shipman, principal of Plymouth High School, principal of the Belmont High School for one year at a salary of $4200.

Shipman succeeds Willis B. Gifford, who resigned to accept a similar position in Concord. The selection of Shipman was made after a study of the report by the American Council of Education of Secondary Schools.

JUNE GRADUATES ARE ENCOURAGED BY INCREASE IN JOB OPENINGS

CHICAGO.—Placement officials of many American colleges believe that the 1939 graduates will find a smoother road from academic "assembly lines" to full-time jobs than those who received their diplomas a year ago.

A majority of reports—based in large measure on employer inquiries—disclosed the improved outlook for this year's vast army of seniors.

More than fifty schools in representative sections of the nation contributed data for the survey. While most of them viewed prospects this year as better than last, the optimism was by no means universal. Some expressed a belief that although job prospects appeared better this year, they were still under the 1937 level.

"Opportunities for college seniors this year are greater than last year, although they do not equal the opportunities offered to 1937 graduates," said Robert E. Walden, director of the personnel and placement bureau of the School of Business of Indiana University. "The prospects in teaching, law, medicine and dentistry are about the same as last year.

"In the field of business the number of openings for college graduates has doubled over that of last year, but does not equal the number in 1937."

"The situation," said D. H. Moyer, assistant director of the alumni placement bureau at Harvard University," is a lot better than last year. There is an increasing number of companies using psychology tests for prospective employes."

One of the most optimistic reports came from the University of Pittsburgh, which said that up to March 1 its placement bureau had placed 20 per cent more graduates in full time jobs since last June than it had during the entire year from June, 1937 to June, 1938.

Book Reviews

We Visit France

COME TO FRANCE. By Dorothy Gordon and John L. Loftus. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco. American Book Company.

Come to France? The invitation is intriguing. But will our visit be a happy and long-to-be-remembered one? This little reader, "Come to France," gives a convincing answer. It contains the experiences of Dotty and Jim and their parents as they go from Brittany to Normandy to Touraine, to Paris—seeing many strange sights and customs, picking up shreds of history and place-lore, and learning much about the life and ways of the French people.

A profusion of illustrations, mostly in colors, help to convey the feeling of vividness. The text is written in a manner to hold attention. It is not too difficult for a child of ten or younger. It avoids long, dull passages sure to be skipped or forgotten.

Special features are a number of songs suited to the general theme, and a radio play of Cinderella.

French words are used sparingly and are explained where they occur and in a glossary at the back of the book.

Excellent suggestions are provided for the class or individual pupils wishing to make a further study of France.

For our own part, we envy Jimmy and Dotty and would like nothing better than to knock off work and accompany them, so irresistible is the spell woven around their adventures.

Of Living Things

ESSENTIALS OF BIOLOGY. By W. H. D. Meier and Lois Meier Shoemaker. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco, London: Ginn and Company.

Republication of a school text in revised form attests the merit of the the original edition and promises noteworthy additions or amendments in the newer product.

"Essentials of Biology" by Meier and Shoemaker had won an important place for itself in many high schools because of its clear and interesting presentation of the most important facts of plant and animal life. The new edition includes several chapters supplementing the earlier material and treating of flowering plants, soil erosion, harmful plants and some forms of plants and animals now extinct—"dead as the dodo," no doubt, but holding great interest all the same.

Many illustrations have been added also, making the book even more attractive than before.

Organization of the subject matter under units which may be taken up in various orders, according to the availability of specimens at one season or another, will be appreciated by many teachers.

Here is a fascinating subject skillfully handled for brightening the tasks of laboratory and classroom and leaving durable impressions with the learner.

Learning and Teaching

FUNDAMENTALS OF EDUCATIONAL PSYCHOLOGY. By O. B. Douglas and B. F. Holland. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Knowledge does not exist in airtight compartments. No subject is separated from every other subject. Educational psychology is an especially synthetic field. In it are combined divers branches of learning. Consequently, the writing of a textbook dealing with such complex subject matter presents some unusually difficult problems of organization. The authors of *Fundamentals of Educational Psychology* have done an exceptionally good piece of work in this regard. The varied material is grouped about the conception that educational psychology "deals with the nature and behavior of pupils." The second unifying principle is the view and description of the pupil from four angles: the educational, the psychological, the genetic and the social.

The book is intended for college students who are enrolling for the first course in educational psychology, and deals with the concrete problems of teaching more directly than the typical text in this field. There is a comprehensive chapter on "Educational Measurements," which illuminatingly discusses, along with a number of allied topics, such subjects as "Multiple Choice Tests," "The Matching Test," "Short-Answer Test," and "Completion Tests." Both of the authors are associate professors of Educational Psychology in the University of Texas, and practically all of the material in the book has been presented to beginning classes in educational psychology over a period of years.

Dynamic Sociology

SOCIETY FACES THE FUTURE. By Ruth Wood Gavian. Boston, New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

Some years ago an elderly and reactionary city school superintendent was heard to remark, "I don't believe in sociology in the high school. It puts too many ideas into the heads of young people." Since then the subject has been so completely taken for granted as meriting a place in the curriculum of the secondary school, that debates in regard to its value would seem like a doleful sound from the tomb of dead issues. We are compelled, though, to admit that it does put "ideas into the heads" of youth. This is one of the chief justifications for teaching it, or any other subject. A school in which thinking is an offense is a paradox. It has no right to exist. *Society Faces the Future* is a book which will bring the student into contact with the broad relations of individuals and society. It will make him ask questions and will encourage open-mindedness and social-mindedness.

This text, prepared especially for the upper high school classes, is one of the Correlated Social Studies Series edited for D. C. Heath and Company by Dr. Edgar B. Wesley, head of social studies in University High School and Professor of Education, University of Minnesota and Dr. William A Hamm, Assistant Superintendent, assigned to High School Division, of the schools of New York City. The present volume is one of the advanced texts in this noteworthy series. Physically it is an exceptionally attractive specimen of the art of the manufacturer of books. The style is simple, concrete and interesting. Although it has most obviously a basis of sound scholarship, theory is reduced to a minimum. The approach is from life itself. A special effort is made to show the direction in which our rapidly changing society is moving.

The book contains in the neighborhood of seventy illustrations and more than fifty diagrams, maps and charts It contains twelve units, the first four of which are devoted to a general discussion of our social heritage. The remaining units take up such topics as the family, education, religion, leisure, rural life, the urban community and the pros and cons of the capitalistic system. The chapters are followed by somewhat extensive lists of questions on the text and an array of unusually suggestive topics for class discussion. *Society Faces the Future* is an exceptionally thoughtful and stimulating piece of work. It is hard for even a more or less blasé book-reviewer to lay this volume aside.

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Academy in Evolution

SEASONED TIMBER. By Dorothy Canfield. New York: Harcourt, Brace and Company.

Remembering one of Dorothy Canfield's earlier novels, "The Bent Twig," we have a clue to the latest of her books, "Seasoned Timber." For it is of human timber that she writes; and more particularly of one Timothy Coulton Hulme, principal of a more or less typical New England academy. No one could give a yes or no answer to the question whether it was a public or a private school. It was a little of both.

One of the trustees, who has attained financial success in New York City, seeks to bring the old school into step with the times, as he sees them. Upon his death he leaves a fortune to the academy upon condition that it be renamed after himself, that it exclude all Jews, and that it become distinctly a preparatory school for boys with a tuition rate that will stamp it worthy of patronage by the wealthy. The struggle over acceptance of the bequest with such strings attached, is the intellectual theme which is perhaps the author's main concern. And there is indeed some reason for the educational public to stop and ask itself whether the exclusiveness and country club atmosphere of the preparatory schools that are evolving from our older academies are wholly in the public interest. For the moment, we fail to see how the Timothy Hulmes and Dorothy Canfields can hold back the tide. But there is value in a clear presentation of the issue and for this alone we should be grateful for "Seasoned Timber," even if it were not likewise an entertaining story, rich with human nature, lighted with romance and replete with wholesome philosophy on the art of living—all of which it is.

Cave Men Come to Life

LITTLE MAGIC PRINTER—A STORY OF THE STONE AGE. Written and illustrated by Muriel H. Fellows. Chicago, Philadelphia, Toronto: The John C. Winston Company.

All children need to dwell for a while in the Stone Age. It is one of the best ways for them to learn how much they have been taking for granted of the comforts and the gadgets that surround them today.

With "The Magic Painter," we are suddenly carried back to the time when men lived in caves and had acquired mastery of only the simplest arts. We are at once introduced to Fleetfoot, Lame Boy and Oak Leaf and their grown-up relations. We follow the lives of these young and older people of long ago through scenes and adventures which both interest and instruct us.

The book is strikingly and handsomely illustrated in colors.

Of course the "magic art" is that of painting on the walls of caves. Lame Boy learns to do it. There is just enough mystery about the boy's experiences to capture and hold attention while the drama of those distant days is re-enacted for the enlightenment of today's boys and girls.

◆

Purposeful Reading

GROWTH IN READING. By Robert C. Pooley, Fred G. Walcott and William S. Gray. Chicago, Atlanta, Dallas, New York: Scott, Foresman and Company.

This is Book I in a series which is described in the sub-title as "A Basic Course in Reading for the Seventh, Eighth, and Ninth Years." The work is announced as a purposeful program for developing reading power rather than "a collection of good literature." The authors have made a special effort to select material which would fit into the child's experience. The selections which they present are particularly adapted for teaching reading and arousing a love of it. The number of traditional literary items is decidedly small. One looks in vain for the names of the authors who have written the poems and stories which have been found on the pages of the typical reader since the days of McGuffey down to a comparatively recent date. In fact, Wordsworth, Longfellow, Mrs. Hemans and Emerson are the sole representatives of the stand-bys of yesterday. On the contrary, we find the names of dozens of the well-known writers for children. In addition there are certain highly appealing selections from modern writers who wrote primarily for adults.

The material is organized on the unit basis in such a way as to make it more significant for the twelve year old. For example, Unit III is entitled "Seeing the World," and it in turn is divided into two parts labeled "Off to Far Places" and "At Home in Far Countries."' Section I in Unit VI bears the caption, "Americans Who Achieved." Among other articles it contains Lincoln Ellsworth's "In the Arctic" and Edward Bok's "A Boy's Day with Holmes and Longfellow."

There is a wealth of study helps, intended to stimulate thinking and provide for thorough training in reading skills. The selections are of a type to connect with the pupil's interests and lead him on to new experiences.

◆

Long Division and Things

NEW STANDARD ARITHMETICS. Book Two. By Harry DeW. Groat and William E. Young. New York, Chicago, Atlanta, Dallas: Iroquois Publishing Company.

Book One of the "New Standard Arithmetics" created a demand for Book Two, which has now arrived and is no disappointment.

Built for Grades five and six, this text has a charm and a teaching knack that are outstanding. How-to-do-it is the theme throughout, and there is admirably clear, step-by-step development of the needful processes, each one neatly boxed for handy reference by the pupil as he attempts to apply what he has studied. A great variety of interesting experiences in school, home and community are drawn upon for problems. In fact, problems are unusually abundant and seem to furnish the constant challenge and intrigue of this alluring task-book.

Much attention is given to drill work, reviews and test material. Ample provision is made for individual differences in pupil ability, through gradedd and optional exercises.

With its open, diversified pages, its many illustrations in black and color, its dignified but happy cover and its innumerable signs of attention to editorial and publishing details, this volume reaches a high mark in text-book making.

DIRECTORY OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

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Practical School Supply Company
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1 Park Avenue, New York, N. Y.

No Pace Setter

Continued from page 202

visit community centers, mills and factories, city departments, farms, railroad stations, government projects and enterprises, express terminals, recreational centers, the park and the zoo. In brief, excursions are made to all places of interest and worth. These visits are supplemented by readings, classroom discussions, dramatizations, and other exercises and activities. Thus, the children see, experience, and understand. And, understanding, they appreciate and respect the worker and his work.

Obviously, anyone claiming that he is launching something new and original, when he intends to teach the youngsters to appreciate the various occupations, is behind the times. He is no educational pacesetter. Dignify the ditch digger? In a democracy all forms of labor are dignified. That is as it should be.

Chinese Type Now Set at Yale

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"We don't need any of them newfangled scales in Ireland," said O'Hara. "There's an aisy way to weigh a pig without scales. You get a plank and put it across a stool. Then you get a big stone. Put the pig on one end of the plank and the stone on the other, and shift the plank until they balance. Then you guess the weight of the stone, and you have the weight of the pig."

* * *

THANKFUL BUT—

Pahson—Well, Rastus, that's a fine garden you have.

Rastus—Yes, Pahson.

Pahson—Youse must thank the Almighty for that.

Rastus—Yes, Pahson.

Pahson—What a patch of cabbages you have there!

Rastus—Yes, Pahson.

Pahson—Youse must thank the Almighty for that.

Rastus (eyeing Pahson thoughtfully)—Pahson, did you ebber see dis piece ob ground when de Almighty had it all to Himself?

FORCE OF HABIT

Absent-Minded Dean (knocking on the gates of St. Peter): "C'mon, open up here or I'll throw the whole fraternity out."

* * *

NO INFANT

Herb—Oh, she's not as old as all that.

Jack—Old! Why, that woman remembers the Big Dipper when it was just a drinking cup.

* * *

ESCAPE

Inspector: Got away, has he? Did you guard all the entrances?

Constable: Yes; but we think he must have left by one of the exits.

* * *

PROOF POSITIVE

Heavy Stranger (returning to theater between the acts)—Did I tread on your toes as we went out?

Seated Man (grimly)—You did, sir.

Heavy Stranger (to wife)—That's right, Matilda, this is our place.

BRIDE'S LAMENT

"I can't understand why the housework wears you down," complained the bridegroom. "This house is simply filled with electrical gadgets that do all the work!"

"I can't help it, dear," sighed the bride, "I guess I'm just fagged out with button-pushing!"

* * *

LOST AND FOUND

A fussy little woman had worried a seaside grocer over trifles at the busiest time of the day, and at last he had managed to satisfy her.

"Do you know, Mr. Meek, when I came into your shop I had a dreadful headache. I've quite lost it now."

"Don't worry, madam," said the distracted grocer. "It's not lost; I've got it."

* * *

STATUESQUE

The foreman of one of the WPA projects found that due to breakage and wear and tear he had run short of shovels, so he wired to Washington requesting that more shovels be sent to him.

The next day he received a reply, which read: "Have no more shovels. Tell the men to lean on each other."

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